

1975

Identification of established policies in the home and family setting

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**Identification of established policies
in the home and family setting**

by

Barbara Beatty Pershing

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

Major: Home Economics Education

Approved:

Signature was redacted for privacy.

In Charge of Major Work

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**Iowa State University
Ames, Iowa**

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INTRODUCTION

Research regarding adult home economics education class offerings in Iowa has revealed a lack of emphasis in the subject area of home management (Britton, 1966; Gau, 1973). A study done by Boatman (1969) found that adult teachers were not confident in teaching home management; however, these teachers ranked home management second in importance for adult home economics education. Studies completed throughout the United States, such as those by Hunter (1961), Gordon (1963), Bowyer (1963), Nelson (1965), Wenck (1967), Watters (1967), and Hall (1969), have supported the Iowa findings and recommended that home management concepts be emphasized in adult education programs.

Knoll (1963) stated that, at every level, the teaching of home management requires that teachers know what they will teach about management. According to Lawson (1964), basic management principles, resources, and procedures need to be given special attention at all educational levels. Wood, Hill, and Amidon (1961) suggested that basic principles of management are needed as guides for adults who seek education in this area. Families differ widely, and homemakers need basic information so they can select and apply methods to suit their individual management situations. Theory in home management should be considered in relation to the characteristics of the managerial situation and what is being managed in the home (Knoll, 1963).

A need exists for the development and clarification of concepts and conceptual frameworks in home management which provide a basis for testing in research (Schlater, 1967). Schlater (1970) identified research problems

for the area of management and decision making processes and situations. Among the research questions listed were: (1) development of theoretical and operational models of the management and decision making processes as they occur in individual and family settings; (2) interrelations among values, goals, and resources and their functions in management and decision making; (3) development of processes to facilitate goal setting and problem solving by individuals, independently and in groups; (4) identification of human and environmental factors associated with habitual versus conscious managerial behavior; (5) development of measures for identifying managerial behavior; and (6) development of techniques and processes for managerial education at points of readiness for learning.

Management originates in the identification of problem situations. Expanding on this problem approach to management, Liston (1964) hypothesized that family problems which require management may be classified into four types: policy, allocation, organization, and integration. Subsequent research on this framework was done by Chambliss (1965) and Kern (1967). From this classification of managerial problems, Kern found that policy problems were the primary concerns of the homemakers in a sample from Boone, Iowa. It was proposed by Liston (Note 1) that agreement on general family policies provides the basic framework within which other management problems may be handled.

Price (1967) indicated that the significance of a study should be based on its contribution to theory or its relationship to ongoing research so that home management research can make more rapid progress in clarifying the vague ideas which are still dominant in home management theory. Mumaw and Nichols (1972) researched organizational styles of homemakers. These

writers suggested that further studies could provide a study of organizational styles in relation to other aspects of family functioning. Development of a framework for content of policy problem situations and clarification of the concept of policy in relation to values, goals, resources, family structure, and family functions in management in the home and family setting could make a contribution to theory development in the area of home management and provide a basis for further research in relation to other problem types such as the organizational styles as proposed by Mumaw and Nichols.

A method of identifying established family policies could provide a tool for adult teachers to use in implementing this problem approach to management in adult education offerings. Mumaw and Nichols (1972) stated that factor analysis, in addition to its implications for theory development, provides a procedure for the development of parsimonious measures of homemakers' activities. An interpretation of factors delineating family policies and a study of the relationship of established family policies to selected demographic variables should provide useful information for the understanding and application of the policy framework in home management. Therefore, this study was designed to identify family policies and to provide some information on the application of the framework to the teaching of management in adult education.

Objectives for this study were:

1. To identify family policies related to (1) selection of goals; (2) acquisition, protection and use of available resources; and (3) general living conditions concerned with the family structure and family functions as the family interacts with the environment.

2. To study relationships between establishment of family policies and the demographic variables: (1) employment status of respondents; (2) number of children; (3) age of oldest child; (4) age of respondents; and socioeconomic variables of (5) education level of respondents; (6) education level of husbands; (7) occupation of respondents; (8) occupation of husbands; and (9) family income.

3. To make recommendations for adult education programs related to family policy as a component of management in the home and family setting.

Terms that appear frequently throughout this research are defined as follows:

Adult education: voluntary, part-time, non-credit, organized educational programs for persons beyond school age.

Area schools: a statewide system of 15 multi-county public institutions established by the state of Iowa for the purposes of offering comprehensive programs of educational opportunities to persons of post-secondary age.

Family policy: a general course of action, made and adopted by the family or some of its members, which is designed to guide and influence their subsequent decisions and actions.

Home management or management in the home and family setting: guiding all available resources toward the attainment of family goals including satisfying family relationships.

Instrument: used synonymously with questionnaire as the data gathering device for this research.

Respondents: participants of home economics adult education classes sponsored by the Iowa Area Schools, homemakers in families of two or more

persons, who were identified as the sample for this research.

REVIEW OF LITERATURE

An investigation of the available literature revealed few references related to policy as a component of home management. The literature review was developed in three parts: (1) adult education for management in the home and family setting; (2) conceptual frameworks for study of home management; and (3) development of the framework for this study.

Adult Education for Management in the Home and Family Setting

Research regarding offerings of adult home economics classes has indicated lack of emphasis in the subject area of home management and has recommended that home management concepts be emphasized in adult education programs. This section of the review of literature focuses on the definition of management in the home and family setting; adult education as a medium for developing competence in home management; and research that indicates need for adult education in home management.

Management in the home and family setting

In order to view home management in the home and family setting it is important to define home management, to establish the family as the managerial unit, and to perceive the environment of the family in which management occurs.

Management defined Home management as an area of study has been defined by various writers in the field including those who have adapted definitions from organizational management. Appley (1974) contended that those in management should be acquainted with the best definitions that are

available and from these, form their own. Appley (1974, p. 13) proposed a definition that could be applicable to management in any organizational unit:

Management is guiding human and physical resources into dynamic organization units which attain their objectives to the satisfaction of those served and with a high degree of morale and sense of attainment on the part of those rendering the service.

This definition emphasizes sense of attainment and satisfaction of all individuals involved which is often implied but not specifically stated in definitions of management.

According to Nickell and Dorsey (1967, p. 81), home management is "planning, organizing, controlling, and evaluating the use of resources available to the family for the purpose of attaining family goals." Liston (1971, p. 453) suggested that management may be viewed as "leadership behavior by members of the family group striving to obtain and use resources for achieving the way of life they desire."

Gross, Crandall, and Knoll (1973, p. 3) stated that "home management consists of purposeful behavior involved in the creation and use of resources to achieve family goals." Deacon and Firebaugh (1975, p. 62) defined management as "planning and implementing the use of resources to meet demands."

These definitions depict the interrelatedness of managerial behavior through management processes, the procurement and use of resources, and the achievement of family goals and satisfying family relationships. Management in the home and family setting was defined in this study as guiding all available resources toward the attainment of family goals and satisfying family relationships. This holistic approach and humanistic orientation

is a relatively recent emphasis of management in the home and family setting.

Gross et al. (1973) summarized the development of home management as a field of study into six stages: (1) the "dumping ground" period where any home economics material that was not included in food, clothing, or shelter such as housekeeping techniques, household equipment, household bookkeeping, and home nursing were included in home management; (2) the resource-centered period where separate resources were recognized; (3) the human-centered stage where people in the home and their goals and values were characterized; (4) focus on the process of management with the concept of "process" and "steps" an early venture in building a theoretical framework of home management; (5) emphasis on values and decision making concepts; and (6) the holistic approach, which began in the early 1960's and was stimulated by the interest in developing concepts in all areas of home economics.

Gross et al. (1973, p. 671) stated that the recent emphasis of the holistic approach represented "a major change in that it recognizes the family as a managerial unit; the interaction between the family and its environments; and the fact that a change in one part of management results in changes throughout." The present direction of conceptualization of home management seems to be toward the adaptation of systems theory to home management conceptual frameworks and toward the consideration of the family as an open system with emphasis on the interrelatedness of management and relationships in the home and family setting.

Family as the managerial unit Home management has progressed historically from the emphasis on the housewife and the technical orientation

to the family unit as the social system to be studied, the goals of individual members as well as of the family unit, and the network of roles of the family members in the family unit. Further, the family may be viewed as a subsystem of society which interacts reciprocally with the other subsystems such as the economy, polity, and community. It may also be considered a social organization, which was defined by Briar (1964) as a group of people who cooperate and coordinate their efforts in order to achieve certain goals.

The main focus of home economics is on the family in its various forms, according to the recent New Directions statement for the profession by the American Home Economics Association (1975, p. 26). This statement defined family as "a unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions, and have commitment to one another over time." The family is considered a major source of nurturance, protection, and renewal for the individual according to this view.

According to the 1970 census definition (U. S. Bureau of Census, 1973), a family consists of a household head and one or more other persons living in the same household who are related to the head by blood, marriage, or adoption. The nuclear family has been recognized as the managerial unit in home management (Gross et al., 1973). A man and woman joined in a socially recognized union and their children is the traditional definition of the nuclear family. The term extended family is used to refer to any group of individuals related by descent, marriage, or adoption that is broader than the nuclear family (Bell & Vogel, 1960).

Otto (1975) discussed the widespread disenchantment with the tradi-

tional nuclear family with its authoritarian structure, its emphasis on fixed-role models, and its disenfranchisement of the rights of children. He stated that within recent years this perspective of family has begun to be gradually modified toward an emphasis on actualizing the potential of all of its members. The primary thrust of the New Family, according to Otto, is to recognize and nourish the unique strengths, powers and resources of each member. Emphasis is on creating a growth-centered home environment. Within this human-potentialities hypothesis, Otto (1975) presented several dimensions and principles that distinguish the New Family. Those particularly relevant to the family as a managerial unit included: (1) an awareness of the interpersonal or relationship environment, as well as the physical environment in which the family members maintain a dynamic home environment which supports and reflects both growth and change; (2) recognition of the family as an open, as well as an evolving, developing, flexible institution; (3) recognition that development of human potential has much to do with the social institutions and structures within which people function; and (4) planned action and commitment within the family to achieve realization of family potential.

Individuals of various ages who live alone are not included in the above definitions and yet they also manage their homes and personal affairs. The term household is used by the U. S. Census to include these individuals as well as all other units of individuals living together in a housing unit not included in the definition of extended or nuclear families. While it is assumed that individuals living alone have policies that guide their future decisions, the unit considered in this study is the family of two or more interacting persons.

Environment of the family The environment is the field of effective stimulation and interaction for any unit of living matter (Fairchild, 1961, p. 107). The American Home Economics Association (1975, p. 26) declared that:

The core of Home Economics is the family ecosystem. It is the study of the reciprocal relations of family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and the physical environment.

The environment, because it is complex and difficult to analyze as a whole, has been categorized in various ways in management frameworks. In the above statement, reference was made to natural, man-made, and physical environments.

Morell (1969) divided the environment of an organization into six parts: (1) the ethical-ideological, (2) social, (3) political-legal, (4) economic, (5) psychological, and (6) the physical-technological. Using an area context, Gross et al. (1973) divided the families environment into three parts: (1) the household environment which is the area of daily interaction of members of the family group; (2) the near environment which includes the groups such as business, educational, religious, and political groups with which family members interact; and (3) the larger environment which extends from the near environment to as far as the family interacts. In contrast, Deacon and Firebaugh (1975) divided the environment as macro-habitat and micro-habitat. They defined the macro-habitat as the man-made and natural space and biological contents of the physical environment with which the family as a social system interacts. The micro-habitat is the shared environments of the personal and managerial subsystems.

The boundaries of the family world extend as far as the individual

family members and the family as a group interact with other subsystems of the society. As a composite of the various categorizations of environment, the family's environment includes the daily interactions of the individual family members and the family as a group in the social and physical space within the home, neighborhood, community, and with business, educational, religious, medical, political, and recreational subsystems, as well as with friends, neighbors, and relatives.

The interface is the common area of confrontation between an individual or the family as a group and the other systems or subsystems in the environment. Lippitt (1969, p. 2) defined interfacing as "a process by which human beings confront common areas of concern, engage in meaningfully related dialogue, actively search for solutions to mutual problems, and cope with these solutions purposefully." As families and their members interact with other individuals and groups, an interface of mutual and conflicting interest develops. Managerial problems such as policy problems may develop from perplexing situations that arise from these confrontations.

Adult education as a medium for developing competence in management

Many problem situations arising from the interface between the family and other systems were lessened when the extended family was the common family unit. Educational programs can provide help with the problem solving and help meet needs of families in society today that were traditionally met within the extended family (Rudd & Hall, 1974). The major goal for adult education in home economics is the improvement of home and family living throughout the family life cycle.

Families are confronted with economic instability; children have fewer

opportunities to learn homemaking skills from their mothers; early marriages are prevalent; more women are performing multiple roles; new equipment, fabrics, and foods have been developed as a result of increased technological knowledge; and few parents have had preparation for parenthood, to name a few of the changes or problem producing situations that are confronting families today. While education for home and family living cannot prevent family problems, it can lessen the intensity of the problem situations and assist in coping with the social forces that cause stress for individuals and families.

An important purpose of adult education is development of human resources or human capital. Burk (1967) defined investment in human capital as activities which influence future monetary and psychic income by increasing the resources of people. Rice (1970) classified the resources available to families as (1) human capital--knowledge, skills, abilities, adaptability, attitudes, motivation and scientific and psychological time; (2) physical capital--income, wealth, and community facilities; and (3) psychic capital--degree of satisfaction from expenditure of human and physical capital. Through participation in home economics adult education opportunities, adults make an investment in human capital by developing their human, physical, and psychic resources.

The role of education in the development of human capital was emphasized by Schultz (1972) and Burk (1967). Schultz (1972, p. 4) stated:

Investment in human capital can conveniently be classified into investment in (1) schooling and higher education, (2) postschool training and learning, (3) preschool learning activities, (4) migration, (5) health, (6) information, and (7) investment in children (population).

Burk (1967) accented six avenues of education needed for development of

human capital for consumption: (1) basic education which affects indirectly the capacity for satisfaction from consumption; (2) managerial knowledge and skills; (3) consumer technology--development of skills and knowledge in attributes and use of products and services in meeting the needs and wants of family members; (4) knowledge and skills in home production of goods and services for family consumption; (5) capacities to learn and innovate as the family adjusts to technological, economic, and social changes; and (6) human development related to consumption and management. Burk's classification is relevant to program development for adult education in home management.

With regard to adult education in home management, Liston (1971, p. 452) stated that:

The best that educators can do is to help family members and the people who work with them to develop knowledge, attitudes, and skills (mental and social) for analyzing family situations in light of family goals, resources, and behavior processes in the particular environments inside and outside the home.

Adult education for home and family living is extremely important in today's society as a tool through which human resources including managerial competence of people who enroll in the programs may be developed.

Research indicating need for adult education in home management

Research indicated that there was need for more emphasis on home management concepts in adult education programs. Several studies show the need for adult education for home management related to demographic variables and identified management problem areas.

To learn what homemakers thought about their problems in management of resources such as time, money, energy, knowledge, skills, and attitudes,

home management specialists of the Agricultural Extension service in 46 states and Puerto Rico interviewed 511 families of different sizes, income levels, ages, and urban, rural, and rural non-farm homes in 1960 (Hunter, 1961). Time and money problems were most frequently mentioned. Energy was a major problem for relatively few. Time management problems were related to change in the family life cycle with food related work listed as most time consuming. Money problems were attributed to growing families, prices increasing faster than income, more things to want, and inadequate income.

Some women in the study had little faith in adult education and felt that if they had not acquired knowledge or skill in childhood they could not become proficient as adults. Many homemakers either did not recognize the need for or had little knowledge of basic principles of good management. Responses to open-ended questions indicated that attitudes toward adult learning are an inhibiting factor in improvement of home management.

A representative sample of one hundred young homemakers from Columbus, Ohio were interviewed in a study by Gordon (1963). The homemakers, 16 to 35 years of age, were selected from three census tracts in high, middle, and low socioeconomic areas. The purposes of the study were (1) to determine the current homemaking problems of young homemakers, and (2) to determine educational homemaking needs and interests of the group. An interview schedule was used to obtain information regarding (1) age, marital status, size of family, type of residence, employment, income, and education, and (2) the type of homemaking problems encountered, the sources of help homemakers sought in solution of homemaking problems, and interest in adult homemaking classes.

The homemaking problems of the total group were analyzed as well as a comparison made of the homemaking problems of the homemakers in each of the socioeconomic groups. The areas of greatest concern by the total group were management, food and nutrition, and child development. Management items on the interview schedule were budgeting the family income, planning for the future needs and wants of the family, wise buying of merchandise when shopping, finding time to get work done, and extreme tiredness at the end of the day. Homemakers were experiencing problems in all phases of management included in this study.

The socioeconomic position of the homemaker affected her management problems. Budgeting the income and planning for the family's future were of most concern to the low and middle groups while the homemakers in the high group reported finding time to get their work done as most difficult. Sixteen of the homemakers in the study were employed. The most critical problems of this group were budgeting the income, planning for the future, and getting work done. The homemakers as a group indicated a significant degree of interest in the following management related adult education courses: managing the family income, saving time and energy in homemaking, shopping wisely, and planning for the family's future needs.

A study of girls who had been enrolled in the tenth grade in 1954-55 in Virginia high schools was conducted by Jordan and Loving (1966) to determine the needs for strengthening educational programs which prepare for the vocation of homemaking. The sample consisted of 1,585 of the approximately 20,000 young women in the population. The young women, 24 to 26 years old, both married and unmarried, were asked to indicate problems encountered in homemaking and family living. Problems in the

early years of marriage clustered in two areas--adjusting to new situations and adjusting to the role and responsibilities of being a homemaker. Managing the income was the problem most frequently checked by the young women in the study. More than 90 percent of the women felt that young women today need preparation for homemaking in addition to that provided in the parental home. Management, which included managing the income and managing a home, was the content area in which the greatest need for help was expressed. Findings of the study indicated there is justification for providing accessible adult education programs for women in the 24-26 age group to further their preparation for marriage, homemaking, rearing of families, preparation for employment or reentry into employment, and personal development.

Hall (1969) used a questionnaire to collect data from thirty employed and thirty unemployed homemakers with children in fourth, fifth and sixth grades in Visula, California. One of the purposes of the study was to investigate and compare background information and home management practices of employed and nonemployed homemakers. Findings of the study indicated that employed homemakers performed fewer household tasks and had more assistance from their husbands and from outside help than nonemployed homemakers. The amount of help from children was the same for both groups. Employed homemakers utilized work simplification principles more often, shopped for groceries less frequently, used easy-care table linen, used cleaning shortcuts, unironed bed linens, and purchased easy-care clothes more often than nonemployed homemakers. Employed homemakers also listed more neglected chores causing fewer conflicts because of lower standards.

Boatman (1969) selected a random sample of adult homemaking teachers from the population of those teachers employed during the 1968-69 school year in Iowa public secondary and area schools for a study of Iowa adult vocational homemaking education. The purposes of the study were: (1) to identify the importance of the content areas of adult homemaking education as perceived by the teachers, and (2) to determine how confident the adult homemaking teachers were in teaching the various aspects of home economics in adult programs.

Respondents were asked to rank order five general content areas according to their perception of importance to adult homemaking and their confidence in teaching the areas. The areas included in the study were human development, housing and equipment, home management, food and nutrition, and textiles and clothing. Home management was ranked first in importance by 26 percent of the teachers while only one percent felt most confident to teach home management in adult education.

Britton (1966) studied the popularity of adult vocational homemaking classes in Iowa from 1950 to 1965. Home management was listed as the least popular class with 1.9 percent of all the classes offered in this area during the 15 year period. According to this study, there were many years in which no classes in home management were taught. Gau (1973) continued the analysis of adult home economics education class offerings in Iowa from 1966 through 1971. Home management was listed as one aspect of consumer education. The content area of consumer education was ranked fourth of six content areas by number of classes offered from highest to lowest in the area and secondary school adult education programs.

Need for management related adult education classes is apparent and

adult teachers have perceived the importance of this area; however, management related courses continue to be few. One reason for this may be the lack of confidence to teach in the area as expressed by the teachers in Boatman's (1969) study. These studies indicate that homemakers from all socioeconomic levels, ages, and family situations have a variety of management problems. A purpose of the present study was to make recommendations for home economics adult education programs related to family policy as a component of management in the home and family setting.

Home Management Conceptual Frameworks

Home management thought is emerging to the stage where it has its own identity distinct from other subject areas concerned with the family. Theory in home management must recognize that management cannot be considered apart from the characteristics of the managerial situation and the peculiarities of what is being managed in the home (Knoll, 1963).

According to Knoll (1971), home management has been performing an integrative function of tying together concepts from many areas since its early development as a specific area of study. Knoll further stated that management now involves fitting together ideas from other areas into a knowledge base of managerial behavior. It is useful and desirable for home management to draw from many related fields, such as philosophy, psychology, political science, sociology, economics, and business administration and management; however, findings from these diverse fields must be adapted to management in the home and family setting and not lifted from studies made in these areas. Price (1967) warned that if home management lifts findings from these areas, problems inevitably will arise due

to different definitions of concepts and differing and sometimes contradictory assumptions. According to Price, this can result in a confused, disorganized view of family behavior.

Hill stated in 1961 that, over the years, different concepts in home management have been studied and considerable knowledge of each has developed, but until recently little has been done to tie the concepts together. In the years since Hill's (1961) challenge to home management to tie the concepts of the field together, conceptual frameworks in home management have been proposed by Knoll (1963), Maloch and Deacon (1966), Paolucci (1966), Schlater (1967), Liston (1971), Gross, Grandall and Knoll (1973), and Deacon and Firebaugh (1975).

A conceptual framework gives direction to the application of knowledge in a field or discipline. It is a way of organizing thinking, identifying the elements or concepts and showing relationships between the components. The term conceptual framework may refer to a specific cluster of concepts under consideration in a given situation, or it may be a set of concepts so far-reaching that it can encompass the world (Gross et al., 1973).

At the Home Management Conference at East Lansing, Michigan in 1964, three conceptual frameworks of the management process were examined: (1) the traditional three-step process; (2) focus on the proficiencies or skills needed to carry out the various aspects of home management; and (3) delineation of management as a social process that is part of a larger social process (Conceptual Frameworks, 1964).

Knoll (1963) proposed a conceptual framework for home management for the purpose of stimulating further development and growth in the area of home management conceptualization. This framework focused on the general aims and values the family must choose that are economically, socially,

and psychologically justifiable and acceptable to society. Decision-making and organization were the key concepts of this framework. Decision-making may involve the scientific method of problem-solving or it may encompass activities related to creative thinking. Once the decisions are made, responsible family members will organize their efforts and the available resources to satisfy the needs of the family. Coordination and planning, along with the various resources are concepts related to the organization phase of management. Knoll suggested ideas or assumptions regarding decision-making: (1) decision makers are influenced by decisions previously made and by anticipated future demands; (2) factors related to any alternative are probably both economic and noneconomic in nature; (3) criteria for judging alternatives will depend on the characteristics inherent in each alternative; and (4) the range in magnitude of decisions faced by a family is great.

Paolucci (1966, p. 342) presented a conceptual framework for viewing home management and developed guidelines for relating this framework to the teaching of family relationships. She stated that:

Management's concern is with relationships within the small unit, its internal and external environment, and those forces which motivate interdependent adaptation, innovation, and change. Balance is sought between adaptation to and management of those ever-changing conditions that might be detrimental to achieving desired family relationships and excessive control that stifles that creativity, spontaneity, and emotional release essential for the well-being of family members.

The focal point of Paolucci's framework for home management was on the household unit, rather than the individual family members. The framework assumed that management is a particular kind of behavior (managerial) consisting of some basic processes that relate to each other in observable

patterns. The components of this framework included the following processes: (1) formulating and selecting home-centered goals; (2) recognizing the presence of an opportunity or problem within the situation; and (3) achieving a goal by specifying and analyzing alternative means, choosing the means to the goal, carrying out this means, and guiding the action toward the goal. Decisions were grouped into two categories, social and economic.

The fundamental purpose of home management, according to Paolucci's framework, is to build and strengthen the home so that it may respond positively to the environmental demand and at the same time create opportunities for growth and development of the individual members.

Schlater (1967) conceptualized the management process as a dynamic, on-going process which encompasses those human actions directed toward the realization of values and goals. The management process was divided into two major sub-processes, decision-making and decision-implementing. These sub-processes are not necessarily mutually exclusive as decision-making may be required in decision-implementing. Decision-making involves the separate components of recognizing the problem, seeking alternative solutions, analyzing the alternatives, and choosing one alternative. Decision-implementing involves assigning, delegating, actuating, guiding, and coordinating. Decision-implementing is heavily focused on performance while the mental aspect of management predominates in decision-making.

Gross, Crandall, and Knoll (1973) adapted the systems approach as their conceptual framework for home management for three major reasons (Gross et al., 1973, p. 9):

First, management cannot from this perspective be viewed as an

isolated activity. Second, the systems approach highlights interrelationships, interdependence, and interaction, all of which tend to keep the analysis in close contact with the real world. Third, the systems approach makes it possible to focus on individual components without losing sight of the totality.

The components of management in this framework were organized around the open systems concept of input, action, output, and feedback.

The input components consist of motivation, family characteristics, and resources and resource constraints. The key concepts related to motivation are values, standards, and goals. Family characteristics refer to the stages in the family life cycle, the socioeconomic status and the employment status of the homemaker.

Resources were considered a major component of management along with motivation and processes. Home management seen as a system is concerned with the interrelated resources of all family members and their total effect on goal achievement. Three general assumptions were made with regard to the use of family resources to achieve goals (Gross et al., 1973, p. 150):

First, it is not the people themselves that are elements of the system, but rather their states or conditions (such as hunger) which will motivate action and their characteristics (such as skill or lack of it) will serve as resources or constraints in attaining their goals. Second, resources of the family are found not only within the family but also in the various environments in which it functions. Third, a change in any resource will affect not only other resources but also other components of the system.

Resources were classified according to human versus nonhuman resources, economic versus noneconomic resources, and according to their environmental sources.

The action component of the framework was divided into two classifications of processes: (1) general processes crucial to management including

communication, decision making, and utilizing feedback; and (2) processes unique to management such as goal setting, planning, and implementing.

Output, as presented by Gross et al. (1973), represented an attempt to identify results of management. The term output, in this context, was defined as any effect that family management has upon its environment. Output in home management is difficult to divide into meaningful parts for study; however, Gross et al. suggested general output segments or "units" that could be considered for discussion or research: (1) family's managerial competence level; (2) the level of family's goal attainment; or (3) the family's rate of movement toward their goals. More specific output units were related to: (1) judgment about how well the family selected and coordinated appropriate processes; (2) activity accomplishment of specific tasks involved; (3) extent of kind of change with regard to family resource utilization; and (4) achievement of separate goals or groups of goals.

A basic premise of this framework (Gross et al., 1973, p. 23) was "that management is universal, but at a relatively abstract level, and that success depends upon knowledge of the specific situation as well as upon ability to apply managerial processes." Gross et al. (1973, p. 23) further stated that "the fundamental purpose of management is to bring about change in an orderly way, whether it is the result of the achievement of freely chosen goals or of adjustments to forces beyond the control of the individual family."

In 1966, Maloch and Deacon (1966, p. 31) proposed a tentative framework for home management that was based on a systems approach. These writers stated that:

The family or household is a social system which can be recognized by its membership and its own set of values and resources. Management provides the functional unity within the boundary of the household whereby goals and other demands are responded to through the use of resources.

This tentative framework was developed into a conceptual framework for home management by Deacon and Firebaugh (1975).

Deacon and Firebaugh (1975, p. 1) explained the need to develop an adequate framework which would reflect the dynamic changes within a household and the interchanges between the household and larger environments by stating that:

The total managerial effect is greater than the sum of the individual components. The study of home management should reflect this wholeness, or totality; therefore, the organizing concept best suited to the overall view is the systems approach to management.

This framework focused on the managerial subsystem and its general relation to the personal subsystem. The management subsystem supports the personal subsystem by clarifying goals, developing programs to pursue these goals, and overseeing efforts to accomplish the goals. The personal subsystem sets the tone for the family as it evolves the basic values of individuals, develops personalities, and socializes family members. The function of the managerial subsystem is to plan and implement the use of family resources to meet family demands.

Deacon and Firebaugh (1975) described management as an open, dynamic subsystem of the family which is important to the system's adaptive quality, and is oriented to each situation rather than to a prescribed set of actions. It directs the individual's or family's resource use to best meet the system's goals. The interaction between the family system, political system, economic system and the social-cultural system is a central theme

of this framework.

Deacon and Firebaugh (1975) organized the components of management around the systems concept of input, throughput, output, and feedback in relation to planning, implementing, resources, and demands. Throughput, defined as the activity inside the system boundary, was analyzed in terms of planning and implementing. Decision making, defined as the making of choices or the resolving of alternatives, was considered a part of throughput. Decision making and communication were discussed as processes which underlie home management but are not unique to it.

Output of the managerial system, according to Deacon and Firebaugh (1975), consists of two components: (1) met demands, which is the satisfaction or meaning derived from demands, and (2) used resources, which represent a shift in the stock of available means. Output is a result of transformations within the boundaries of the managerial system in response to the demands and resource inputs. Feedback, which may be either positive or negative, is that portion of the output that enters the system as input which will affect succeeding output.

Liston applied several conceptual frameworks for the study of the family to home management in her teaching and writing. She has not published a specific framework for the study of management; however, through her writing, speaking, and teaching Liston has made several contributions to the field of home management. Several of Liston's contributions to conceptualization of home management from mimeographed speeches, articles, and class notes were considered by the present writer.

Liston (1964) discussed the conceptual approach as fundamental for understanding processes of management with the following convictions:

(1) the conceptual approach is essential for development of a body of knowledge in management by the family; (2) processes of several kinds are among the fundamental concepts of management in the family; (3) the body of knowledge in family management has much in common with other disciplines in management but tends to be relatively more humanistic and behavioristic; and (4) family management must be studied in social perspective because (a) the family is a subsystem and core of a functional interplay between it and other subsystems of society, and (b) management in the family must be oriented to the group as a whole as well as to the individual family member.

Liston's classifications of interrelated components, resource mix, primary or core process, auxiliary processes, and management problems were the focus of this review. Liston (Note 2) defined management as the behavioral processes experienced by people as they identify and cope with problems of many kinds in their particular situations. Every genuine managerial situation in the family includes at least eight interrelated components, according to Liston. These components are: (1) the family structure; (2) the family's environment; (3) the problem situation sensed by the family; (4) the manager or agent in the situation; (5) family goals; (6) family value system; (7) family resources--human and non-human; and (8) processes of family interaction.

Resources were defined as the properties of an object, person, or circumstances (situation) which may be used as a means of helping to achieve a goal. The household "resource mix" consists of general resources of space--both social and physical, time, natural environment, and cultural environment; and, specific resources consisting of human resources, community opportunities, stocks of property, and inflow of money.

Managerial behavior involves a primary core-process which is possible only through secondary (auxiliary) interaction processes such as communication, motivation, decision-making, role interaction, leadership, learning, mediation, evaluation, consumption, innovation, integration, organization, and socialization. The core process of management consists of three steps: problem recognition and analysis, choice-making between alternative solutions, and action in carrying out the planned solution (Liston, Note 2).

Management problems are those which call for adjustment to changes in the environment with particular emphasis on improving the productivity of resources in relation to human needs, satisfactions, and development. Many but not all kinds of family concerns are managerial problems. Perplexing situations related to resource procurement and use tend to be managerial problems of four types: (1) policy-making--deciding on the important values, goals, resources, and the general living conditions to be sought or avoided; (2) allocation--deciding how resources should be distributed among alternatives; (3) organization and control--deciding the best ways to carry out the household activities; and (4) interaction--deciding about ways of improving communication among family members and motivating them to fulfill their roles (Liston, 1971).

Conceptual Framework for Study of Family Policies

The concept of policy as a component of management by organizations has been included in the literature for many years; however, the application of this concept to home management has had limited emphasis. This section of the review of literature includes a discussion of family policies as a component of home management and the conceptual framework for identifica-

tion of established family policies. For these purposes, literature from related fields of sociology, economics, psychology, and organizational management has been adapted to management in the home and family setting.

Policy as a component of management in the home and family setting

In order to comprehend the concept of family policies and policy-making, it is essential that family policy be defined. This may be accomplished by examining policy aspects of management with respect to situational circumstances of function (purpose), content (types of problems), structure (roles), and processes (procedures).

The term "policy" is not defined uniformly; in fact, there seems to be wide divergency in its definition and application (McAlpine, 1973). According to the Random House Dictionary (Stein, 1967), a policy is defined as a definite course of action adopted for the sake of expediency. Fitch (1968) stated that policy implies fairly consistent pursuit of more or less specific goals. Policies are broad premises and constraints within which further planning activities take place (Kast and Rosenzweig, 1974).

A policy results from a decision-making process that has been undertaken conscientiously, casually, or inadvertently (Turner, 1970). Policy decisions, according to Parsons (1960), guide the organization in how to take steps to attain the goals. The decision involves choice of one alternative over others when competing circumstances may reoccur in sufficient frequency that it is expedient to establish a policy to serve as a guide for subsequent decisions and actions. For the purpose of the present research, a family policy was defined as a general course of action, made

and adopted by the family or some of its members, which is designed to guide and influence their subsequent decisions and actions.

Policies may be established by the family with regard to the selection of priorities concerning the functioning of the family in relation to the broader social units in the environment, the family and the subsystems within the family, and the family and the personalities of the individual members.

Function McIntyre (1966) defined function as the contribution an item makes to the maintenance of the whole. Mendoza and Napoli (1973, p. 31) defined function as "purpose served by an individual, group, or institution. A special duty or performance required of a person or thing in the course of work or activity. . . ." The term "function" is used to describe the purposes or performance required of the family in relation to social systems and subsystems; the contribution the family or subsystems within the family make to the maintenance of the whole system. Function is also used to describe the purpose served by family policy in relation to family functioning and family structure.

There is disagreement among writers as to the core functions of the family. Bell and Vogel (1960) identified the general functional problems facing the family as task performance, family leadership, integration and solidarity, and the family value system. Drawing from several writers, Liston (Note 3) delineated ten general functions of the family in society: replacement, protection, status, affection, economic behavior, political-legal behavior, religious orientation, recreation, socialization, and adaptation.

A social system, which includes the family, performs certain necessary

functions, according to Lippitt (1969, p. 46). These functions are:

1. To keep the random actions of its members within limits so that they behave in accordance with role definitions. . . .
2. To reduce randomness and uncertainty in the relationships among the individuals or groups that make up the system, i.e., to meet man's need for structure and predictability.
3. To satisfy the shared needs and fulfill the shared goals of its members, both the implicit (usually not talked about) and the explicit (talked about) as defined by the system.
4. To survive as a system by meeting new concerns of its members and new demands directed toward it from the outside.

Family policies serve to guide the family as it performs these and other functions in a dynamic changing society.

The values of the family members and the family as a group serve as standards that guide the ongoing activities with respect to these functions of the family. The value systems are general plans employed to resolve conflicts and to make decisions (Rokeach, 1973). These value systems are needed to help establish priorities in the family life style. They serve as bases for making choices and for evaluating the progress the family and individual members are making in their world of expanding opportunities and rapid change (Liston, Note 1).

Rokeach (1973, p. 5) defined a value as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence." Values have been identified in inventories or scales developed by several researchers including Rokeach (1973) and Williams (1970). In addition, Kohlmann (1961) conceptualized eight functional personal values related to home and family. These were concern for others, economy, education, family life, health, work efficiency, friendship and status.

Goals are the more tangible means through which value satisfactions

may be achieved and are the targets or specific outcomes toward which human behavior is directed. The family and individual goals are the links between value motivations and achievement of value satisfactions. A goal was defined by Fairchild (1961, p. 131) as "an achievement or purpose to be attained and toward the achievement of which the policies and procedures of a program are fashioned."

Briar (1964, p. 248) stated that "in order to understand the functioning of any organization it is necessary to identify its goals or aims." Goals serve several functions in management. According to Liston (Note 1, p. 130), goals: (1) provide sense of direction; (2) facilitate communication among family members and with outsiders; (3) facilitate choice from among alternatives; and (4) are necessary for evaluation throughout all aspects of the management process.

The primary function of family policies is to guide and influence decisions and actions of the family or some of its members in reoccurring problem situations related to goals, resources, family functioning and family structure. Established family policies which serve as a means of facilitating achievement of the family goals and implementation of the family's value system should provide a framework which allows for positive growth and change as the family interacts with other systems of the environment and the subsystems within the family. Agreement on family policies provides a framework within which many managerial problems may be handled (Liston, Note 1). The family members are then able to interact in an atmosphere of greater certainty and cohesiveness.

Structure The structure of a social situation was described by Bossard and Boll (1966) as a snapshot of the relevant elements of a

situation and their relationship to each other. Family structure and family policy role structure are concepts related to policy as a component of management in the home and family setting.

Family structure is composed of individuals and groups which perform the functions expected by the social systems with which it interacts (Mendoza & Napoli, 1973). The structure when viewed from the management perspective would include: (1) family composition such as the family members, their ages, sexes, major roles, and power structure; (2) the setting in which the family lives and manages, such as the economy, polity, community, and physical and cultural settings; (3) resources; and (4) patterns of interaction which have developed over time (Liston, Note 1). Family structure tends to develop in eight major areas of family life according to Briar (1964): (1) division of labor in the family; (2) distribution of power and authority in the family; (3) communication; (4) boundaries of the family world; (5) patterns governing their relations with other groups and institutions in the society; (6) ways of obtaining and giving emotional support; (7) rituals and symbols; and (8) sets of personal roles. Family policies related to perplexities over general living conditions evolve from this family structure.

The structure of family policy refers to the patterned interactions between family members and the roles of family members in the policy-making process. The family policy-making role structure varies with the nature of the problem situation and with the managerial leadership structure within the family. Various family members fulfill roles as policies are made within their group. This network of roles represents the structural aspects of the policy situation. The family as a complete group

may be involved, or sub-groups within the family such as husband-wife, or parent-child may be the policy-making agents. Individual family members may establish the policy if the managerial role has been delegated by the family group either by decision or default.

Likert (1967) developed a continuum for measuring and comparing the images of members of an organization with respect to the managerial life-styles of the system. The continuum ranged from authoritarian-manipulative, authoritarian-benevolent, and authoritarian-consultative to participatory management. This structure may be applied to the family situation going from the strict authoritarian family where one or both parents assume the dictatorial role of stating and enforcing the policy to the democratic participatory structure where all family members involved are consulted in making and implementing the policy decisions.

Process Policies are the most significant and probably the most neglected of all the processes of management (McAlpine, 1973). The process of establishing family policies may be through planning and decision making or evolve from emotional or irrational handling of the problematic situations.

Planning was defined by Kast and Rosenzweig (1974) as the process of deciding in advance what is to be done and how, and it involves selecting goals and developing policies, programs, and procedures for achieving these goals. According to Fitch (1968) once a policy or program becomes routine administration, planning is completed. The first essential in the policy-planning process is to establish goals which command a working consensus of those involved.

Policies are agreements upon which individual actions are based and

they are important in that they provide for consistency of action. Since they constitute the basis for governing future actions, the policies must be made known to those concerned (Niles, 1958). Family policies may be formal, written statements but more often they are informal, unwritten guidelines that are known and understood by family members.

A family may have a wide variety of unwritten policies covering its most important functions. Informal policies are established as a family makes similar decisions each time it is confronted with a series of similar problems. For example, an informal policy could be established regarding the family decision to save in order to pay cash for purchases rather than to use credit. This informal policy would then guide family members' subsequent decisions regarding allocation of their money income. A family may have a few written policies such as a general spending plan for a week, month, or year, in the form of a general written budget.

Niles (1958) stated that, since policies are guides to future actions, and since man's memory is not infallible, it is important that policies should not only be clearly expressed, but in writing so that all members will have the same interpretation of them and so that they may be reviewed from time to time and changed to meet current conditions. It would also facilitate checking for compliance and proper understanding within the family. The importance of written policies would vary according to the communication patterns established in the family.

Satir (1972) defined rules similar to policies and suggested that most families do not have such a written list of policies when she stated that a family might find it enlightening to sit down and discover the rules which have been guiding their decisions. Developing an inventory

of policies could open possibilities for more positive ways of living together (Satir, 1972).

Whether written or unwritten, a policy should be expressed in general terms with a minimum of detail to allow for flexibility to adapt to changing circumstances and avoid undue rigidity. Family circumstances change throughout the family life cycle due to various environmental situations both external and internal to the family system. Family policies must be kept up to date to meet these changes in the family; however, if a policy is altered frequently, the policy may be dealing with a single use decision.

A policy should meet the requirements of the situation. Attempting to force a new situation into an existing policy may lead to dysfunctional situations. It is possible for a policy to remain functional while the means of implementation may change, therefore, the method of implementation should not be considered a part of a policy (McAlpine, 1973).

Another characteristic of policy is the degree of specificity in relation to the time span considered. A general long-range policy may be a statement of objectives or principles or it may be more specific to influence attitude, set the tone, and control the climate in which plans are carried out. According to Parsons (1960), these long-range problems tend to be at a higher level of generality, involving a wider range of considerations and leading to more serious commitments related to the basic functions and structure of the family. Policies regarding day-to-day reoccurring situations tend to be more specific. At any level, policies should be confined to matters of major importance; too many policies can stifle initiative and frustrate family members.

Once policies are established, understood, and accepted by family

members they provide for similarity of action and give stability and consistency to the family in its decision making and action on matters of fundamental importance and long-range significance to the family (McAlpine, 1973). Parsons (1960, p. 30) stated:

By policy decisions are meant decisions which relatively directly commit the organization as a whole and which stand in relatively direct connection to its primary functions. They are decisions touching such matters as determination of the nature and quality standards of "product," changes in scale of operations, problems of the recipient of the product or service, and organization-wide problems of modes of internal operation.

Policy decisions guide the family in how to take steps to attain goals.

Flonk (1964) defined a policy decision as a plan for handling an anticipated decision-demanding situation if and when one occurred. Within Flonk's framework, major decisions which normally result in the necessity for making additional decisions were called central or strategic decisions and were defined as a crucial decision in the life of the decision-maker, which is usually considered carefully, requires the reallocation of the decision-maker's resources for an indefinite time, and generates satellite decisions to complete its action. Secondary decisions revolving around the central one were termed satellite decisions, which included tactical, policy, control, and program decisions.

Flonk (1964) studied a central decision regarding retirement housing of 50 residents of an Oregon retirement housing project using the interview method for the exploratory study. The basic research question was how decisions were interrelated through class and linkage. The objectives were: (1) to determine the structure of linkage between a central decision and its satellite decisions, and (2) to identify and classify decisions resulting from a central decision. Of the 1325 satellite decisions

classified by Flonk (1964), 59 percent were tactical, 22 percent policy, 11 percent control, and 8 percent were program decisions. Findings were that a central decision affects other choices in a decision complex. Findings also indicated that certain action demanding problems were expected to result from the central decision and that policy decisions were made to manage them when they occurred.

Policy decisions may be identified as economic, social, or technical decisions. According to Diesing (1964), social decisions attempt to change personalities and social relations in the direction of greater harmony and stability, and economic decisions attempt to maximize the achievement of given ends (goals, desires, interests, needs) through the careful use of available means. Technical decisions, according to Kern (1967), pertain to the "how to" problems of doing a given task. They are viewed as problems involving the need for weighing alternative techniques for achieving a given outcome.

A social decision is reached by: (1) defining a relatively independent problem situation and uncovering the conflicts in it and the factors maintaining the conflicts; (2) estimating the changes that are possible in each problematic factor, together with the degree of strain the change would bring; (3) discovering what strain-reducing support is available for each change; (4) predicting future conflicts, strains, and stresses likely to occur; and (5) looking for a change at a manageable level of strain that will reduce conflict, increase flexibility, or prepare for the future stress when problematic situations reoccur.

Policies may evolve from the emotional handling of the situation rather than the rational decision-making process, therefore, families may

be living by policies of which they are unaware (Satir, 1972). Different families have different ways of organizing the policy-making process. Policies vary according to the amount of decision making required to establish the policy and in the subsequent decisions. Lindblom (1968) indicated that sometimes policies spring from new opportunities, not from problems at all and sometimes policies are not decided upon but nevertheless happen. This latter type of policy may be valid for a long period of time and become a habitual routine.

Formalized habitual patterns may become ritualized; however, a ritual tends to be static and unchanging with the decision prescribed rather than to serve as a guide for subsequent decisions. Bossard and Boll (1950) defined a ritual as some technique which proves to be successful, always produces the same result, and thus is repeated over and over, even after the original purpose for its development is unknown. Ritualism makes for predictability of behavior response, which tends to reduce strain and disorder and is a means of controlling the behavior of family members and standardizing their conduct. Ritual behavior is practiced repeatedly and is often unconsciously performed, often continuing into the next generation (Bossard & Boll, 1966).

The core process of management and the auxiliary or secondary processes provide a framework for understanding the process of policy formulation in the family. The core process consists of three parts: (1) problem recognition and analysis; (2) choice-making from alternatives; and (3) action in carrying out the planned solution including input, transformation, and feedback. The problem recognition and analysis consists of the input information regarding the policy problem situation. The problem

situation may provide the family with the motivation to analyze the problem. The choice is made as the information is weighed and the policy decision is made.

Secondary or auxiliary processes are the means by which the core process is carried out. Motivation is an auxiliary process involved in the policy formulation process. Values provide an underlying motivation for management and through sharing the processes of policy development, values are transmitted to family members. Communication and interaction processes are involved throughout the policy making and action process. Other auxiliary processes involved are leadership, decision making, socialization, mediation, and evaluation (Liston, Note 2).

Once policies are made, the next step is to interpret the policy to all family members. In the democratic family structure, this may be done as the policy is made through the group decision-making process. Education of younger children may be through the socialization process where they learn through example and interpretation by older siblings and parents. The socialization process stresses the way in which the individual acquires his personality, attitudes, and manners from his basic physical disciplines, such as eating; learning necessary skills such as speaking and writing; developing accepted aspirations, goals, and values; and learning appropriate social roles (Broom & Selznick, 1968).

If all channels of communication are open, the policies will be transmitted through every day family communication and interaction. In authoritarian situations, the policies may be dictated by the policy makers to other members of the family with little or no opportunity for input or evaluation by those involved. The educative process is important in policy

interpretation. If those family members whose actions and decisions are to be influenced and guided by the policy do not understand and accept the policy, it will not be effective.

The policy-making process, according to Costello (1970, p. 167), "should be viewed as a continuum, extending . . . from intelligencing activity to signal the need for a policy decision, through a rational analysis leading to a decision, to a process assuring congruence between the stated policy and the effective policy." Davis (1951) summarized the policy process as a sequence of steps: (1) formulation; (2) dissemination; (3) education; (4) acceptance; (5) application; (6) interpretation; and (7) control.

Costello (1970) stated that the congruence between stated policy and effective policy in an organization is a function of: (1) the general morale level in the organization; (2) the frequency of personal interaction between leadership and members; (3) the fullness of communication about all aspects of the organizational life; (4) the degree to which members experience opportunities for participating in aspects of the policy-forming process; and (5) the degree to which the effects of policy action are known, attended to, and fed back to top leadership for adjustment or correction.

Content The focus of the present study is on the identification of policies established by families. Categorization of family policies may be organized around: (1) household work activities; (2) dimensions of the consumer role; (3) types of managerial change; and (4) types of management problems.

Walker (1973) classified household work activities around the follow-

ing tasks: marketing, household management, household record keeping, food preparation, after-meal cleanup, house care, house maintenance, yard care, car care, washing, ironing, and special care of clothing, and physical and other care of family members. Barnett and Liston (1967) classified the dimensions of the consumer role as: allocation, spending, earning, socialization, saving, family services, and community citizenship.

Classified according to types of change, management may be viewed as (1) remedial management; (2) preventative or maintenance management; and (3) growth and development management (Liston, Note 1). Remedial management is aimed toward remedying a situation which is less than acceptable in light of the standards held as essential or highly desirable. Preventative management consists of keeping problems under control and keeping little problems from becoming big ones. Growth and development management is concerned with making an acceptable situation better and taking advantage of the family's resource potential for extending the dimensions of goal achievement.

Kern (1967) stated that management problems may involve preventative and growth goals as well as remedial considerations. People tend to think of problems as being negative or harmful situations which one tries to avoid. In this changing world, adjustment to continuous change is necessary, and change often presents perplexing situations about which decisions have to be made. According to Kern, the problem component of management relates to difficult and perplexing situations or genuine decision-making challenges which require conscientious weighing of alternative courses of actions and the choice from among these alternatives as to a course of action.

The content of information regarding the reoccurring problems or

competing situations which require policy decisions in the family emerge from various circumstances and include: differences in personal values and goals; different views of family members concerning resource acquisition, protection and use; the division of role responsibilities and activities of family members; or perplexities over general living conditions to be sought or avoided as individual members and the family group as a whole interact with their respective environments (Liston, Note 1).

Because values of family members are intrinsic and instrumental in all areas of content, values were not considered as separate entities in the development of this framework; however, the conceptualization of values by Kohlmann (1961) was particularly relevant to this framework. Goals of families considered in this study were related to family, children, occupation, housing, money income, property and savings, and personal improvement (Scarpati, 1966).

Management is concerned with achieving greater satisfactions from resources which families and individuals have at their disposal. Policy problems may arise from acquisition, protection, and use of the resources available to the family. Resources have been classified according to general and specific resources, human and non-human resources, or may be considered as a "resource mix." General resources of time and space are used to some degree in all management problem situations. Money, property, and physical space are more tangible and specific. Families may be unaware of the resources of human attributes such as abilities, knowledge, skills, or community opportunities. A resource mix of seven types of resources were considered in this study. The resources were: money, property, time, social and physical space, human attributes, and community opportunities

(Liston, 1964).

Division of role responsibilities and activities of family members were related to both instrumental and expressive behavior. Instrumental (managerial) activities imply goal achievement and getting the work done while expressive (psychosocial) activities are concerned with human behavior aspects i.e., integration and solidarity of the group, internal relations, socialization of family members, and personality development (Gross et al., 1973). Expressive activities influence and are influenced by the instrumental activities. Because of the interrelatedness of these two aspects of the family system, the content of most family policy situations include elements of both.

Policies are an important element in the basic structure and functioning of the family (Satir, 1972). Perplexities over the general living conditions may arise from different areas of the basic structure of the family or from the performance of the functions of the family as the family group or individual members interact with their environments. Areas of family structure and family functioning considered in the development of the content of the policy problem situations for this study were adapted from Briar's (1964) family structure framework. These areas were: (1) division of labor in the family, interpreted in the present framework as instrumental roles or activities; (2) ways of obtaining and giving emotional support, interpreted as expressive roles or activities; (3) patterns governing family relations with other groups in the society concern the functions of the family in relationship with the other social systems, the family and subsystems within the family, and the family and individual personalities; (4) communication; (5) boundaries of the family world,

which encompasses the environment as far as the family as a group and individual family members interact; and (6) personal roles. General functions of the family delineated by Liston (Note 2) were replacement, protection, status, affection, economic behavior, political-legal behavior, religious orientation, recreation, socialization, and adaptation.

Conceptual framework for identification of established family policies

The conceptual framework for the identification of family policies was adapted from an operational system's framework proposed by Richards and Greenlaw (1972).

A system may be viewed basically in structural terms as a set of interrelated elements, such as in social systems, or it may be viewed in terms of its performance, particularly input-output activities of operational systems (Stein, 1974). Stein defined a system as a whole made up of interdependent and interacting parts. Systems theory applied to a management system has been defined as "an entity consisting of a composite whole that is formed of interdependent parts or elements, the relationships of which contribute to the unique characteristics of the whole" (Carlisle, 1973, p. 49); "an organized collection of interrelated elements characterized by a boundary and functional unit" (Gross et al., 1973, p. 33); and "a set of parts coordinated to accomplish a set of goals" (Deacon & Firebaugh, 1975, p. 14). These definitions would allow for focus on both the structural aspects of social systems and the performance activities of the operational systems.

The family is considered an open social system which has transactions across its boundaries and is affected by and affects the environment.

Seven important principles that relate to open social systems were listed

by Carlisle (1973): (1) all the parts of a system are interdependent; (2) the whole is more than a summation of the individual parts; (3) to properly understand the parts it is first necessary to understand the whole; (4) boundary relationships and interfaces are critical in understanding the nature of a system; (5) each system is one level in a hierarchy of systems; (6) open systems are viable, changing entities; and (7) an open system has the ability to transform resources and avoid the decay process of physical systems.

The components of the open system, as adapted from Richards and Greenlaw (1972) consist of three components: (1) the information component; (2) the transformation component; and (3) the control component (see Figure 1). The information component consists of (1) the input of information into the family system regarding the content of the policy problem situation; (2) the output, which consists of the effects of the policy on the family's internal and external environment; and (3) the feedback, which is the information returned to the input which will inform family members that the policy did not serve as intended and needs to be reevaluated, or may be fed back to the control component that the policy is functioning as intended and is useful as a guide in the reoccurring problem situation.

The transformation component consists of the data from the information component weighed and translated into a decision. For the purpose of this study, the decision considered is the decision to establish a family policy as a guide for action regarding the family's reoccurring problem situation.

The control component, consisting of policies, plans, decision rules, objectives or procedures, guide the way the total system of information

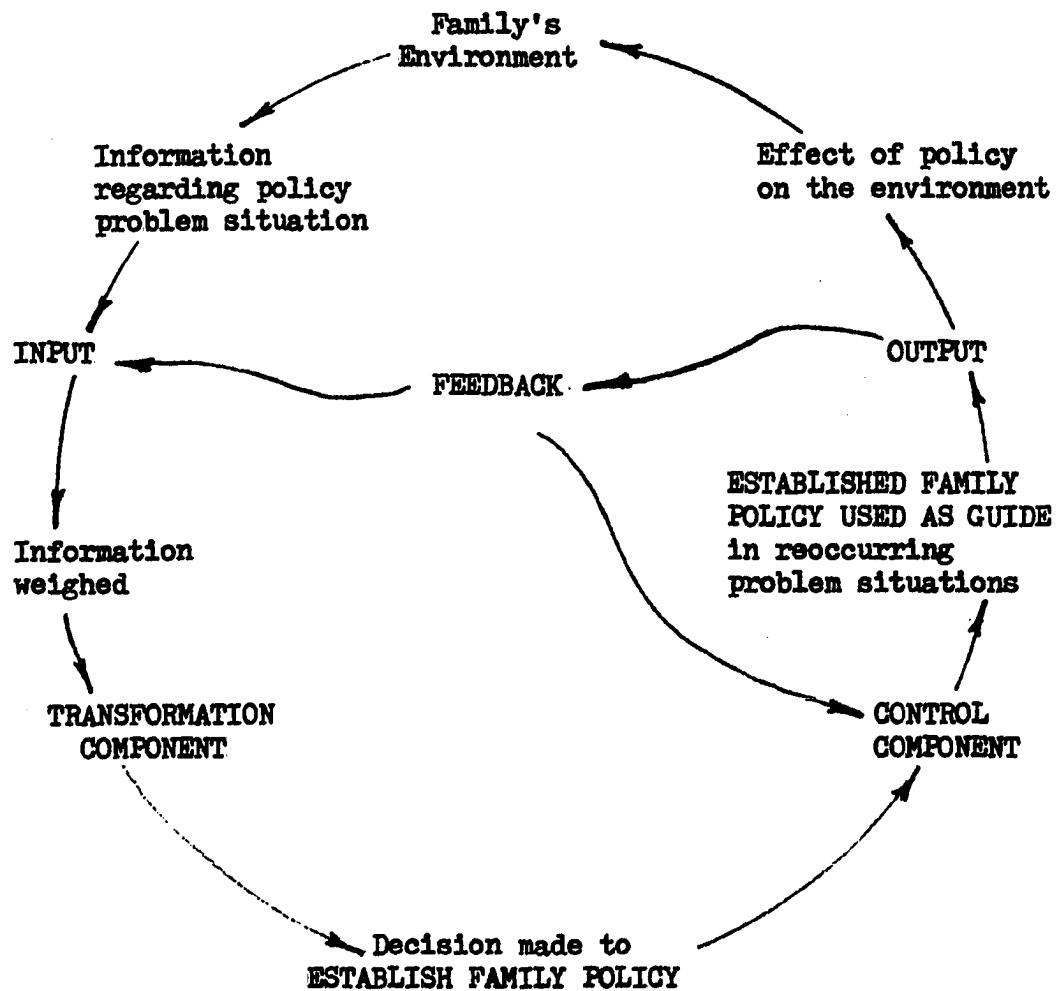


FIGURE 1

Systems framework for establishing family policies
 (Adapted from: Richards and Greenlaw, 1972)

and transformation components are to function. The established family policy serves as a general course of action to guide and influence subsequent decisions and action regarding the policy problem situation.

The operational system takes place within the social systems of the family. The social system is the system of subsystems within the family, made up of individuals, dyads, and groups having common social elements (Lippitt, 1969). The interface is the common area of confrontation between the individual or family as a group and the other systems in the environment. Interfacing is the process by which the family members confront common areas of concern and actively search for solutions to problems. Policy problems may develop from perplexing situations that arise from these confrontations.

The content or information component of the policy problem situations considered in this study were: (1) goals for children, family, occupation, housing, money income, property and savings, and personal improvement; (2) resource acquisition, protection, and use of money, property, time, social and physical space, human attributes, and community opportunities; and (3) general living conditions concerned with family structure and the functions of the family related to (a) the instrumental roles and activities, (b) expressive roles and activities, (c) communication and interaction, (d) boundaries of the family world, (e) functions of the family in relationship with the other social systems, the family and subsystems within the family, and the family and individual personalities, and (f) personal roles.

METHOD OF PROCEDURE

Purposes of the Study

The objectives of the study were: (1) to identify family policies related to (a) selection of goals; (b) acquisition, protection and use of available resources; and (c) general living conditions concerned with the family structure and family functions as the family interacts with the environment; (2) to study relationships between establishment of family policies and the demographic variables: (a) employment status of respondents; (b) number of children; (c) age of oldest child; (d) age of respondents; and socioeconomic variables of (e) education level of respondents; (f) education level of husbands; (g) occupation of respondents; (h) occupation of husbands; and (i) family income; and (3) to make recommendations for adult education programs related to family policy as a component of management in the home and family setting.

Development of Questionnaire

The questionnaire method was used to collect data from adult participants attending home economics adult education classes sponsored by the 15 Iowa Area Community College and Area Vocational School Districts who were homemakers in families of two or more persons. The questionnaire method was chosen because a large number of participants could be reached in the limited time available for the study and the adult teachers could administer the questionnaire to the adults during the class sessions.

The questionnaire was developed in two parts. Part one, a general information sheet, provided demographic data concerning marital status of respondents, employment status of respondents, number of children, age

of oldest child, age of respondents, education level of respondents, education level of husbands, occupation of respondents, occupation of husbands, and family income. Part two contained a list of 108 possible general family policy problem situations. The 108 family policy situations dealt with: selection of goals; acquisition, protection and use of available resources; and general living conditions concerned with the family structure and family functions.

To obtain the list of policy situations, the writer reviewed research studies in home management and family studies, questionnaires, interview schedules, periodicals, bulletins, and books (see Appendix D). In addition several homemakers and home management instructors were interviewed to obtain additional problem situations as well as those gleaned from the writer's personal experience.

Items were selected using the following criteria: (1) Are the problem situations represented in the items related to the content framework of (a) selection of goals for children, family, occupation, housing, money income, property and savings, and personal improvement; (b) resource acquisition, protection, and use of money, property, time, social and physical space, human attributes, and community opportunities; and (c) general living conditions concerned with family structure and the functions of the family related to the instrumental roles and activities; expressive roles and activities; communications; boundaries of the family world; functions of the family in relationship with the other social systems, the family and subsystems within the family, and the family and individual personalities; and personal roles? (2) Are the problem situations representative of the stages of the family life cycle? (3) Do the items represent inter-

action with other social systems in the environment? (4) Do the items represent reoccurring situations? (5) Are the situations of broad scope to allow for subsequent decisions using the policy as a guide?

The list of policy problem situations was then submitted to 10 experts (see Appendix E) in the field of home management to establish content validity and to elicit additional situations and suggestions for improving the instrument. Revisions were then made using the suggestions of the experts.

A 99 point response pattern was used to determine the extent of establishment of family policies. The respondents were asked to indicate to what extent their family had established a general policy regarding each statement, using any number from one through 99. The number one indicated no general policy, 50 indicated that the statement did not apply to the respondent's family, and 99 indicated that the respondent's family definitely had established a general policy regarding the statement.

To determine the clarity of the questionnaire items and instructions, the questionnaire was pretested in Cedar Falls, Iowa with 16 participants of a home economics adult education class not included in the sample. The respondents were asked to respond to the questionnaire according to the directions provided, to indicate those items which were not clear, and to make suggestions for any improvement in the directions. Several items were rewritten for greater clarity. The statements were then randomly numbered for the final questionnaire.

Sampling Plan

To obtain a fairly large sample of home economics adult education participants from throughout the state of Iowa, a random sample of home

economics adult education classes from the entire state was selected.

Three home economics adult education classes from each of the 15 Iowa Area Community College and Area Vocational School Districts were randomly selected.

A letter was sent to the Director of Adult Education in each of the 15 areas to obtain a list of home economics adult classes being conducted during March, April, and May of 1975 and to request permission to contact the teachers of the classes drawn in the sample (see Appendix C). Several follow-up letters and telephone calls were necessary to obtain the needed information. The adult directors in several areas referred the request to the home economics coordinator. In these areas, information was obtained from the home economics coordinators.

From the list of classes received, a random sample of three classes from each of the 15 areas (45 classes) was drawn using a table of random numbers. A letter was sent to the teacher of each class to obtain cooperation in administering the questionnaire to the adults enrolled. Follow-up letters or telephone calls were used if a reply was not received in approximately two weeks. After the third week, another class was selected. Forty teachers, representing 15 area school districts agreed to participate in the study but only two classes were obtained in Areas II, IV, VI, X, and XII. Instruments were sent according to the number enrolled. Teachers were asked to return all questionnaires. The sample consisted of homemakers in families of two or more persons, therefore, single respondents were deleted from the study.

Data Collection

Questionnaires were sent to the adult class teachers for completion by the adult students. A letter giving the teacher directions for administering the questionnaires was included (see Appendix C). A total of 500 questionnaires were mailed during late March, April, and May, 1975 to the 40 teachers.

One hundred and ten of the 500 questionnaires were returned unanswered because students were absent when they were administered and 43 of the returned questionnaires were not useable because the respondents were single. A total of 307 of the remaining 347 questionnaires were returned by 37 of the 40 teachers who had agreed to participate. The three teachers who failed to return the questionnaires were from Areas IX, XI, and XIII. Of these 307 returned questionnaires, 28 were incorrectly filled out or contained missing data, leaving a total of 279 (80%) of the 347 questionnaires useable.

Data Analysis

Prior to having the data punched on IBM cards, it was necessary to code certain demographic variables. The questionnaires were inspected for missing data and if a respondent failed to rate an item, the center point of 50 was coded for that item.

In order to facilitate analysis, the 1 to 99 response pattern was transformed to normal deviates. The transformation used in this study scaled a rating of one as -2.33, a 50 as 0.0, a 95 as 1.68, and a 99 as 2.33. This transformation weights highly the responses at the ends of the scale and gives relatively low weights to those responses in the center of

the scale (Wolins & Dickinson, 1973). In this study, the results of the normal deviate transformation were multiplied by 100 and added to the constant 233 in order to establish all positive numbers and eliminate the decimal point. The scores then ranged from a 1 as 0, a 50 as 233, to a 99 as 466.

The data were analyzed in two ways. First, factors from the 108 items of the questionnaire were determined by factor analysis. Second, the relationships between the demographic variables and the factor scores were studied.

The transformed items were intercorrelated. Item means, variances, and standard deviations were obtained. After obtaining these data, the factor analysis was completed. Factor analysis gives a simple interpretation of a given body of data and affords a fundamental description of the particular set of variables analyzed (Harman, 1960). According to Mumaw and Nichols (1972), conceptualizations may be tested through the analysis of the intercorrelations of the measures (items) and the factors that emerge.

The factor analysis, using the Little Jiffy Mark IV procedure (Kaiser, 1970; Kaiser & Rice, 1974) was used to obtain the factors. The factor pattern matrix was inspected for salient factor loadings of .30 or greater. Visual inspection of the content of the items according to the assigned factors resulted in rejection of an item when the content was not meaningful in the factor. Items not included in a factor, but judged of importance were continued in further analysis as single item factors.

Items in multiple item factors and single item factors were submitted for further analysis. Factor scores were computed for each subject. The

means, variances, and intercorrelations were computed for each factor and correlation coefficients were computed between each factor score and each demographic variable to study the relationships.

The Spearman Brown average inter-item procedure was used to compute reliability of the instrument using the items which appeared in factors. This procedure was done by the computer. The reliability of factors was computed using the following formula:

$$\frac{n \bar{r}}{1 + (n - 1) \bar{r}}$$

where n = number of items in factor

\bar{r} = average intercorrelation of items in factor.

In order to determine the frequency of responses regarding the extent of established policies represented by each factor, factor scores were divided by the number of items in the factor and adjusted to the 1-99 response pattern. Means of items not appearing in factors were examined to determine extent of established policies represented by the items. High and low mean items were discussed. The demographic background information was described and the correlations with significant relationships between factor scores and demographic variables were presented.

FINDINGS AND DISCUSSION

This chapter contains an interpretation of the factors which contribute to the identification of family policies in the home and family setting regarding goals, resources, and general living conditions related to family structure and functions. In order to determine the factors about which respondents did and did not have established family policies, a frequency distribution of adjusted scores are presented. Single items with high and low item means are also presented. The demographic background information is presented and the correlations are reported that indicate the relationship between each factor score and each of the demographic variables of employment status of the respondents, the number of children, the age group of the oldest child, age of respondents, education level of respondents, education level of husbands, occupation of respondents, occupation of husbands, and family's yearly income.

Interpretation of the Factors

Twenty-nine factors with eigenvalues of 2.73 and above resulted from the factor analysis using the Little Jiffy Mark IV procedure. Twenty-two were multiple item factors and seven were single item factors. Items with factor loadings of .30 and above were included in the factors. The overall measure of sampling adequacy was .85 and the index of factorial simplicity was .61. The multiple item factors ranged from two to eight items. Three single items, which had factor loadings above .30 but did not contribute to the common theme of the factor, were retained for further analysis making a total of ten single item factors. The resulting 32 factors contained 84 of the original 108 items of the questionnaire. The reliability

of the multiple item factors was computed using the Spearman Brown average inter-item procedure and was reported in Appendix F. Eigenvalues, means, and standard deviations for the original 29 factors and the three single items regarded as factors were also reported in Appendix F.

Of the 24 items not included in factors, 11 had high means indicating a large number of respondents had definitely established a policy and two items had low means indicating no policy regarding these items (see Appendix G). A large percentage of respondents marking either 1-10 or 90-99 would account for the low or high means and smaller variances on these items. Since factor analysis procedures are based on the variance of items, this would partially explain the failure of these items to appear in factors at the .30 level. Some of the items not included in factors had low factor loadings (below .30) in several factors, indicating inconsistent interpretation of the items by the respondents or inadequate conceptual validity.

The content and relation of the factors to the conceptual framework were identified through an inspection of the items assigned to the factors. Titles were assigned through an analysis of the items with high factor loadings and their relation to the framework, when applicable, to facilitate discussion and interpretation of the factors.

The conceptual framework will be referred to in the discussion of the factors. The framework may be summarized into three sections: (1) goals related to children, family, occupation, housing, money income, property and savings, and personal improvement; (2) resource acquisition, protection, and use including money, property, time, social space, physical space, human attributes, and community opportunities; and (3) general living conditions concerned with family structure and functions of the family related to (a)

the instrumental roles and activities, (b) expressive roles and activities, (c) communication, (d) boundaries of the family world, (e) functions of the family in relationship with other social systems, the family and subsystems within the family, and the family and individual personalities, and (f) personal roles.

The twenty-nine factors representing common themes and three single items regarded as factors were labeled to facilitate discussion and to give an indication of the content with relation to the framework used in the development of the items. The factors were:

1. Social space
2. Adult education opportunities
3. Instrumental activities
4. Expressive activities
5. Communication
6. Leisure time
7. Time and space
8. Guidance and discipline of children
9. Future oriented goals
10. Sharing physical space
11. Community opportunities
12. Use of money income
13. Developing human attributes in children
14. Children's allowances
15. Children's activities
16. Mealtime
17. Household maintenance
18. Working wife
19. Car maintenance
20. Community recreation opportunities
21. Future oriented goals for children
22. Household production--physical activities
23. Consumer information
24. Setting family goals
25. Preserving and organizing family records
26. TV time for children
27. Learning opportunities in the home for children
28. Settling family quarrels
29. Charge accounts
30. Household task responsibilities
31. Paying children for work done at home
32. Family budget

The components of the framework are interrelated and interdependent in any

policy problem situation, therefore, many of the factors involve two or more aspects of the framework.

Multiple item factors

FACTOR 1 Social space This factor contained five items that described policies regarding the resources of social space and time in relation to the patterns governing the relationship of the family with other social units and with the subsystems within the family.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
32.	Entertaining in the home by the entire family.	.75
51.	Adult family members entertaining friends, relatives, or business associates.	.68
25.	Participating in organizations such as Legion Auxiliary, Farm Bureau, Federated Womans Clubs, Garden Clubs, etc.	.44
39.	Setting aside time for husband and wife's "social life" together.	.39
28.	Spending time together as a family group.	.33

FACTOR 2 Adult educational opportunities The three items in this factor related to policies of adult family members participating in educational activities. This involved goals of personal improvement and the resource of human attributes developed through education.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
7.	Participating in adult educational opportunities such as adult education classes, extension programs, etc.	.85
74.	Taking advantage of educational opportunities for wife/mother.	.62
6.	Taking advantage of educational opportunities for husband/father.	.49

FACTOR 3 Instrumental activities The basis for the seven items in this factor were the instrumental activities or functions of the family

necessary to manage its resources in such a way as to do the work to support the material and physical needs of the family. These instrumental tasks or activities are focused on getting the work of the family done.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
38.	Buying at advertised sales and store specials.	.84
13.	Balancing activities of work and leisure.	.45
69.	Keeping the house clean and orderly.	.44
37.	Adding to or replacing home furnishings and equipment.	.41
16.	Providing nutritionally sound meals according to needs of family members.	.37
53.	Buying used merchandise at garage sales, second-hand outlets, and auctions.	.35
19.	Selecting a place to shop for groceries.	.31

FACTOR 4 Expressive activities The four items in this factor related to expressive activities which deal with those functions of the family that maintain a minimum level of order and morale among its members. Policies of family togetherness such as doing work and playing together as a family, relate to goals for the family as well as to the structural area of giving and getting emotional support through the expressive roles. Setting goals and dealing with conflicting values are ways in which the family may maintain order and morale.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
68.	Doing work together as a family.	.73
76.	Playing together as a family.	.47
67.	Dealing with conflicting values among family members.	.40
91.	Setting specific goals for family to strive for.	.37

FACTOR 5 Communication The three items in this factor involved policies of sharing ideas and keeping in touch with family members and

relatives as one aspect of the communication process. Communication is considered one of the major areas that family structure tends to develop in family life.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
72.	Sharing information among family members about family finances.	.88
56.	Sharing concerns among family members about personal problems such as health matters or interpersonal relationships.	.38
64.	Keeping in touch with relatives, such as by phone calls, visits, or letters.	.36

FACTOR 6 Leisure time The two items in this factor related to the use of leisure time. Time as a resource may be related to goals for children as well as for adult family members. The concept of choosing leisure time activities, including selection of TV programs for children may also be related to goals concerning personal improvement.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
100.	Choosing kinds of leisure time (non-work time) activities.	.86
99.	Selecting TV programs children are allowed to watch.	.60

FACTOR 7 Time and space The resources of time and space may be implied in the six items of this factor. The use of social and physical space for visiting friends and relatives, children using the home for entertaining, and using the family car encompass the use of human and non-human resources of the family. Using convenience foods relates closely to the time resource, however, in this case using a non-human resource would allow more human time available for the other activities. Space and time are involved to some degree in the solution of any management problem

(Liston, Note 1).

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
65.	Deciding on frequency of visiting parents and in-laws.	.63
59.	Children and teen-agers entertaining friends in the home.	.57
108.	Choosing family vacations.	.46
78.	Using convenience foods.	.41
92.	Using the family car(s).	.35
80.	Visiting friends.	.30

FACTOR 8 Guidance and discipline of children Bedtime routines and distance the child may venture from home were items subordinate to the general policy of guiding and disciplining children. This factor with three items and the other factors related to children involve the socialization function of the family.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
84.	Guiding and disciplining the children.	.72
73.	Determining distance children may venture from home without supervision.	.65
8.	Having a bedtime routine for children.	.36

FACTOR 2 Future-oriented goals This factor, which contained four items, has an underlying concept of goals for the future regarding income, property, and savings.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
12.	Accumulating funds for use during retirement.	.72
88.	Arranging for money income and property settlement in case the main income provider should die.	.43
48.	Saving and investing in a systematic manner for interest and/or dividends.	.40
107.	Becoming positively oriented to eventual retirement.	.31

FACTOR 10 Sharing physical space The two items in this factor

have a resource orientation regarding physical space. Also implied in these statements is the structural component of communication and other interaction processes as an aspect of sharing space and considering rights of family members.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
82.	Sharing space in the family living area.	.60
86.	Considering rights of all family members in use of the telephone.	.43

FACTOR 11 Community opportunities Items in this factor dealt with the use of community resources, the boundaries of the family world, and interaction of the family with other social systems of neighborhood and community, church, polity, and business, labor and professional organizations. This factor contained eight items, which was the largest number of items in any factor. The item regarding sharing the home with elderly or handicapped relatives, while originally conceptualized as pertaining to physical space in the home, was included in this factor with a factor loading of .39. Since nursing homes are community resources, and because of the community orientation of this factor, it seemed logical that as a family policy it was related to community resources.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
62.	Participating in political organizations.	.65
81.	Involving family members in neighborhood projects, such as clean-up campaigns.	.51
79.	Supervising youth activities, such as Scouts, Camp Fire Girls, or 4-H.	.47
90.	Participating in job connected group activities, such as labor unions, business and professional organizations.	.42
105.	Sharing the home with elderly or handicapped relatives.	.39
83.	Using community social services such as free clinics.	.33

60.	Contributing to organizations such as Goodwill or Salvation Army.	.31
63.	Participating in church activities.	.31

FACTOR 12 Use of money income The two items in this factor described use of money income in two spending categories--food and clothing.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
22.	Setting limits on amount to be spend for food.	.68
3.	Limiting amounts to be spent on clothing for each family member.	.38

FACTOR 13 Developing human attributes in children The four items in this factor involved goals for children toward developing human attributes. Getting started in an occupation, participation in extra-curricular school activities, working for pay outside the home, and taking part in decisions that concern them are ways in which children may develop human attributes which may further long-term goals.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
14.	Helping children get started in an occupation.	.57
45.	Children participating in extra-curricular school activities such as music, drama, sports, student council, etc.	.56
44.	Including family members in decision-making about problems that concern them.	.33
42.	Teen-agers working for pay outside the home.	.32

FACTOR 14 Children's allowances This factor contained two items related to children's allowances. Providing children with regular allowances involves policies regarding use of money income coupled with the goals for children in the use of money.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
70.	Determining amount of children's allowances.	.79
30.	Providing regular allowances for children.	.73

FACTOR 15 Children's activities The three items in this factor dealt with the structural area of boundaries of the children's world and goals for children concerning the use of community opportunities for a variety of children's activities.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
102.	Transporting children to and from school, athletic events, and other activities.	.74
11.	Involving children in special lessons or training such as for music or sports.	.38
49.	Involving children in activities such as Scouts, Camp Fire Girls, 4-H, or YM-YWCA.	.33

FACTOR 16 Mealtime The two items in this factor were associated with mealtime policies. The resource of time is considered along with the structural component of family ritual which may result from habitual behavior rather than a policy decision.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
43.	Having a regular time for family meals.	.63
17.	Having a meal together as a family at least once a day.	.60

FACTOR 17 Household maintenance Care of property resources in the form of household maintenance was the concept characterized by the three items in this factor. The concept of utilization of human attributes as performance of do-it-yourself activities by family members was included also.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
97.	Keeping equipment in good working condition.	.71
98.	Performing do-it-yourself activities by family members such as household maintenance and repairs.	.40
101.	Maintaining care and upkeep of the family home.	.37

FACTOR 18 Working wife This factor had two items concerned with policy regarding the wife working for pay outside the home and allocation of the money income if both husband and wife are working. The use of human attributes and procurement of money income are resources involved in this factor. The personal role of the working wife is related to family structure.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
36.	Allocating the money income when both husband and wife are employed.	.59
61.	Wife's working for pay outside the home.	.55

FACTOR 21 Future-oriented goals for children The three items of this factor dealt with financial and attitudinal preparation for future education or other future oriented goals for children.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
24.	Helping children plan for accumulation of savings.	.62
18.	Building financial reserves to provide for future educational expenses.	.48
40.	Supervising children on their homework from school.	.40

FACTOR 22 Household production--physical activities The two items in this factor dealt with policy concerning household production in the form of gardening, canning, freezing, and sewing. Utilization of human attributes relate this factor to the framework. Items included in other factors also relate to household production, however, in a less obvious manner. Household production was defined as unpaid activities which are carried on by and for members of the family which might be replaced by paid services or market goods (Reid, 1934).

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
106.	Growing your own garden products.	.66
87.	Performing do-it-yourself activities by family members such as canning, freezing, or sewing.	.51

FACTOR 23 Consumer information Two items were in the factor named consumer information. Policies regarding use of consumer information in purchasing and using merchandise are related to goals and to acquisition, protection, and use of property resources. This concept is also related to the instrumental activities or functions involved in managing the family resources.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
2.	Using available consumer information when purchasing merchandise.	.67
95.	Using consumer information provided for the use of merchandise.	.44

FACTOR 25 Organizing and preserving family records The two items in this factor dealt with policies for preserving and organizing important family records. This factor is related to the instrumental functions and resource protection concerning property. This factor had the highest factor mean of the 32 factors.

<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
77.	Preserving family records such as birth certificates and wedding license.	.54
46.	Organizing records of importance for tax and insurance purposes.	.51

Single item factors

The remaining factors were single item factors. The items with factor numbers and factor loadings were listed followed by a description of each

factor. Factors 30, 31, and 32 were single items that were regarded as factors for further analysis, therefore, they do not have factor loadings.

<u>Factor No.</u>	<u>Item No.</u>	<u>Item</u>	<u>Factor Loading</u>
19	21.	Maintaining care and upkeep of family car(s).	.69
20	89.	Using community recreation facilities such as swimming pools or city parks.	.63
24	29.	Involving family members in setting family goals.	.55
26	5.	Controlling the amount of time children are allowed to watch TV.	.47
27	94.	Providing opportunities for children to learn within the home.	.53
28	96.	Settling family quarrels.	.59
29	15.	Using charge accounts for items of less than \$25.	.54
30	10.	Assigning household tasks for which each family member is regularly responsible.	
31	52.	Paying children for work done in and around the home.	
32	93.	Spacing funds to meet family needs over the week, month, or year.	

FACTOR 19 Car maintenance This single item factor related to care of property resources through maintenance and upkeep of the family cars.

FACTOR 20 Community recreation opportunities This single item factor pertained to the policy concerning use of community resources for recreation and leisure time purposes.

FACTOR 24 Setting family goals This single item factor related to a policy for setting family goals. Family interaction with regard to family functions is involved in this factor.

FACTOR 26 TV time for children This single item factor related to goals for children regarding time resource use.

FACTOR 27 Learning opportunities in the home for children Involved in this factor were goals for children and developing human attributes through the socialisation process.

FACTOR 28 Settling family quarrels This factor dealt with the

family functions of developing a pattern of relationships in problem situations between the family as a group and subsystems within the family or with the individual family members.

FACTOR 29 Charge accounts This single item factor involved the use of money income through use of credit for items taking a relatively small amount of money.

FACTOR 30 Household task responsibilities This item was included as a single item factor because it represented a general policy of division of labor and role responsibilities concerning instrumental activities in the home. This aspect of the framework did not evolve in any factor through the factor analysis.

FACTOR 31 Paying children for work done in the home The concept of paying children for work differs from giving children an allowance (Factor 14); however, it is related to goals for children with regard to money resources.

FACTOR 32 Family budget Specific budget categories were included in Factor 12. The item in this single item factor is a more general policy statement regarding the use of money income over time.

Frequency Distribution of Adjusted Factor Scores

In order to determine the frequency of responses regarding the extent of established policies represented by each factor, factor scores were divided by the number of items in the factor and adjusted to the 1-99 response pattern. A frequency distribution of the adjusted factor scores and factor means is presented in Table 1. The category in which factor means fell are identified in the table. The 1-99 response pattern from

TABLE 1

Frequency distribution of adjusted factor scores^c

1-99 ^a Scale	Factor Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1- 9	37	52	17	34	8	36	26	7	23	42	58	71	7	34	17	11
10-19	13	12	13	17	3	44	10	3	17	22	40	31	10	32	3	4
20-29	12	15	11	10	10	8	25	15	14	7	25	20	18	10	32	2
30-39	20	17	19	14	11	3	27	6	14	4	28 ^b	18 ^b	8	3	5	3
40-49	5	14	20	9	5	5	19	2	11	6	28	9	11	4 ^b	6	1
50	2	7	1	5	26	26	8	70	21	40	5	34	53	125	93	18
51-60	25	12 ^b	15	16	8	10 ^b	20 ^b	7	14	7 ^b	22	12	20	5	8	2
61-70	33 ^b	12	27 ^b	21 ^b	13	26	25	14	14	12	22	12	29 ^b	5	19 ^b	10
71-80	33	37	47	43	45	32	36	21 ^b	30 ^b	22	26	19	61	13	26	14
81-90	39	35	59	51	49 ^b	49	33	28	44	44	18	20	34	12	19	40
91-99	60	66	50	59	101	40	50	106	77	72	7	33	28	36	51	174 ^b

^a1-no established policy; 50-uncertain, does not apply; 99-an established policy.^bIndicates category in which mean falls.^cFactor scores divided by number of items in factor and adjusted to 1-99 response pattern.

TABLE 1 (Continued)

1-99 ^a Scale	Factor Number															
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1- 9	17	21	25	66	25	30	48	57	3	78	32	81	90	60	71	57
10-19	4	37	2	7	7	12	26	3	3	8	0	3	8	7	6	3
20-29	14	2	3	6	31	10	10	3	3	9	3	2	4	6	3	1
30-39	2	3	1	3	14	4	8	7	1	9 ^b	4	10	4	8	3 ^b	3
40-49	10	5	3	5	12	4	6	6	0	5	5	5 ^b	5 ^b	10	6	4
50	1	80	9	20	44	33	24	48	15	84	80	19	65	44	129	16
51-60	14	2	8	17 ^b	19 ^b	5	8 ^b	24 ^b	1	11	5	14	10	16 ^b	11	9
61-70	20	9 ^b	18	25	21	13	13	26	6	8	17 ^b	25	11	22	9	21
71-80	34	10	24	31	36	14 ^b	43	24	14	27	26	42	13	30	9	33 ^b
81-90	61 ^b	30	37 ^b	33	21	35	37	20	40	7	47	36	15	23	3	43
91-99	102	80	149	66	49	119	56	61	193 ^b	33	60	42	54	53	29	89

the questionnaire was used in the discussion and interpretation of the distribution of adjusted factor scores and factor means.

Factors 16 and 25 had the highest factor means and the largest number of respondents in the 91-99 category, indicating established family policies regarding mealtime and preserving family records. Factors 5, 17, and 19 had means which fell in the 81-90 category, indicating a large number of respondents with established family policies regarding communication, household maintenance, and car maintenance.

Factors 8, 9, 22, and 32, regarding guidance and discipline of children, future-oriented goals, household production, and family budget had means in the 71-80 category, indicating a fairly high number of respondents with established family policies.

Factors 1, 3, 4, 13, 15, 18, and 27 had means in the 61-70 category based on the 1 to 99 response pattern. These factors dealt with policies concerning social space, instrumental activities, expressive activities, development of human attributes in children, children's activities, working wife, and learning opportunities in the home for children. More families did have established policies regarding these factors than those who did not have policies.

Factors 2, 6, 7, 10, 20, 21, 23, 24, and 30 had factor means in the 51-60 category. These means, which are slightly above the mid-point of 50 indicated that more respondents had some degree of policies represented by these factors; however, there were a fairly large number of respondents who did not have policies regarding adult education opportunities, leisure time, time and space, physical space, community recreation opportunities, future

goals for children, consumer information, setting family goals, and household task responsibilities.

The mid-point, 50, was considered separately as respondents were requested to use this number on the response scale if the item did not apply to their situation or if they were uncertain about the statement. Twenty-five percent or more of the respondents indicated that factors 8, 14, 15, 18, 26, 27, and 31 did not apply. These factors dealt with policies regarding children and to the factor concerning policies of the working wife. Other factors with 15 to 25 percent of the respondents responding at 50 were factors 10, 13, 21, 24, 29, and 30. Factors 13 and 21 concerned policies regarding children which related to the young adult age group more than some of the other factors about children. The other factors were concerned with physical space, family goals, charge accounts, and household task responsibilities.

The 40-49 category included factors 14, 28, and 29 with factor means slightly more toward the no established policy. These factors concerned policies about children's allowances, settling family quarrels, and charge accounts. The 30-39 category consisted of factors 11, 12, 26, and 31. These factors were concerned with community opportunities, use of money income, TV time for children, and paying children for work done at home.

There were no factor means which occurred in the 20-29, 10-19, or 1-9 categories, however, a number of respondents did not have established family policies with regard to several factors as evidenced by the number of responses in these categories. A large number of responses at the mid-point of 50 or large variance in responses could keep the means near the middle of the scale even though 25 percent or more of the respondents did not have

policies regarding the factor such as with factors 12, 26, 28, 29, and 31. These factors dealt with use of money income, TV time for children, settling family quarrels, charge accounts, and paying children for work done at home.

Means of Items Not Used in Factors

Twenty-four items did not occur in factors with factor loadings of .30 or above. The means and standard deviations of these items were presented in Appendix G.

High mean items

Eleven of the items not appearing in factors had means above 290 on the transformed 0 to 466 scale which meant that means for these items were between 80 and 99 on the 1-99 response pattern of the questionnaire, indicating a large number of respondents did have established policies regarding these items.

<u>Item No.</u>	<u>Item</u>	<u>Mean</u>
9.	Covering risk of losing property in the event of fire, theft, or storm.	421
20.	Recognizing birthdays, anniversaries and religious holidays in the family.	423
27.	Designating the family member who has responsibility for paying the family bills.	346
31.	Using a method of birth control for spacing and/or limiting size of family.	344
35.	Returning merchandise that is unsatisfactory.	327
41.	Contributing money and/or services to fund drives as for cancer or heart associations.	323
50.	Encouraging family members to express personal needs.	296
66.	Voting in local, state, and national elections.	350
71.	Sharing special experiences with other family members during the day or week.	294
103.	Keeping up-to-date on the news.	303
104.	Owning your home.	411

Low mean items

Two of the items not used in factors had means below 185 on the transformed scale indicating that means for these items were between 1 and 30 on the 1-99 responses pattern of the questionnaire. This would indicate a large number of respondents did not have established policies regarding these items.

<u>Item No.</u>	<u>Item</u>	<u>Mean</u>
1.	Using paid services such as housecleaning or laundry services.	183
23.	Participating in community cultural activities such as music, drama, or art.	177

Demographic Information

Respondents were asked to provide information concerning ten demographic characteristics about themselves, their husbands, and their families. These ten characteristics were: marital status, employment status of the respondents, number of children, age of oldest child, age of respondents, educational level of respondents, educational level of husbands, occupation of respondents, occupation of husbands, and family income. The following demographic data were based on the information provided by 279 respondents from 15 Area School Districts in Iowa.

Marital status of respondents

Thirty-four of the respondents were married, living with spouse and no children; 210 were married, living with spouse and one or more children; 5 were heads of one-parent families with one or more children; 29 were married, living with spouse with young adult children living away from home; and one was formerly married with young adult children living

away from home (see Table 2). Forty-three questionnaires were returned by single respondents, however, these were eliminated from the sample before further analysis was done. In Table 2 the number of respondents in each category and the percentage of the total (279) are presented.

TABLE 2
Marital status of respondents

Marital status	Number	Percent
Married, living with spouse--no children	34	12
Married, living with spouse--one or more children	210	75
Married, living with spouse--young adult children living away from home	29	10
Formerly married, i.e., widowed, divorced--no children living at home	1	1
Head of one-parent family with one or more children	5	2

Employment status of respondents

Seventy-one of the respondents were employed for pay from 35 to 40 hours per week; 29 were employed from 15 to 35 hours per week; 25 were employed less than 15 hours per week; and 154 were not employed outside the home (see Table 3).

Number of children

Thirty-five of the 279 respondents did not have children; 87 had 1 child; 61 had 2 children; 59 had 3 children; 20 had 4 children; 9 had 5 children; 7 had 6 children; and 1 had 7 children. The mean number of children was 2.3 (see Table 4).

TABLE 3

Employment status of respondents

Hours of employment	Number	Percent
Employed for pay 35 to 40 hours per week	71	26
Employed for pay 15 to 35 hours per week	29	10
Employed for pay less than 15 hours per week	25	9
Not employed	154	55

TABLE 4

Number of children

Number of children	Number	Percent
No children	35	13
One child	87	31
Two children	61	22
Three children	59	21
Four children	20	7
Five children	9	3
Six children	7	3
Seven children	1	0

Age group of oldest child

The ages of children were classified into four age groups: preschool (under 6); school-age (6 to 12); teen-age (13-17); and young adult (18 and over). The number and percentages reported in Table 5 are for the oldest child in the family. Thirty-five of the respondents had no children; 68

had preschool children only; 49 had the oldest child of school age; 38 had the oldest child of teen-age; and 89 had the oldest child in the young adult group. Twenty-nine of the respondents with the oldest child in the young adult group reported no children living at home, leaving 60 of the homemakers with the oldest child at home in the young adult group. One-half or 50 percent of the respondents either had no children or had the oldest child in the young adult group. The smallest number of homemakers in the study had an oldest child in the teen-age group.

TABLE 5

Age group of oldest child

Age group	Number	Percent
No children	35	12
Preschool age (under 6)	68	24
School age (6-12)	49	18
Teen-age (13-17)	38	14
Young adult (18 and over)	89	32

Age of respondents

Thirty-five of the respondents were in the age group 16 through 24; 97 were 25 through 34; 66 were 35 through 44; 54 were 45 through 54; 22 were 55 through 64; and 5 were 65 and over. Seventy-eight percent of the respondents were in the age groups representing the age span of 25 through 54 (see Table 6).

Education level of respondents

Eight respondents reported having an eighth grade education or less;

18 had one or more years of high school without receiving a diploma; 120 had a high school diploma or equivalent; 43 had business, vocational, or technical training after completion of high school; 36 had one or more years of college without receiving a degree; 44 had a Bachelor's degree; and 10 had advanced degrees (see Table 7).

TABLE 6
Age of respondents

Age group	Number	Percent
16 through 24	35	13
25 through 34	97	35
35 through 44	66	24
45 through 54	54	19
55 through 64	22	8
65 and over	5	1

TABLE 7
Education level of respondents

Education level	Number	Percent
8th grade or less	8	3
1 or more years high school without receiving diploma	18	6
High school diploma or equivalent	120	43
Business, vocational, or technical training after high school	43	15
1 or more years college without degree	36	13
Bachelor's degree	44	16
Advanced degree	10	4

Education level of husbands

Nineteen of the respondents' husbands had an eighth grade education or less; 27 had one or more years of high school without receiving a diploma; 98 had a high school diploma or equivalent; 27 had business, vocational, or technical training after completion of high school; 37 had one or more years of college without receiving a degree; 45 had a Bachelor's degree; and 23 had Advanced degrees. Three of the respondents did not supply data on the education level of their husbands (see Table 8).

TABLE 8

Education level of husbands

Education level	Number	Percent
8th grade or less	19	7
1 or more years high school without receiving diploma	27	10
High school diploma or equivalent	98	35
Business, vocational, or technical training after high school	27	10
1 or more years of college without degree	37	13
Bachelor's degree	45	16
Advanced degree	23	8
No response	3	1

Occupation of respondents

The occupations of both husband and wife were coded according to the Dictionary of Occupational Titles classification (U. S. Department of Labor, 1965). Professional, technical, and managerial occupations were

reported by 34 of the employed homemakers; clerical and sales occupations by 42. Service occupations, which included the full-time homemakers accounted for 186 of the responses. Of these 186 respondents, 154 were full-time homemakers, leaving 32 of the respondents employed outside the home in these service occupations. Farming and related occupations were not listed by homemakers as an occupation, however, 48 of the women reported farming as their husbands' occupation. Three respondents were employed in processing occupations; 2 in machine trades; 9 did bench work; 1 structural work; and 2 were in miscellaneous occupations (see Table 9).

TABLE 9
Occupation of respondents

Occupation	Number	Percent
Professional, technical, and managerial	34	12
Clerical and sales	42	15
Service occupations (includes full-time homemakers)	186	66
Farming, fisheries, forestry	0	0
Processing	3	1
Machine trades	2	1
Bench work	9	3
Structural work	1	0
Miscellaneous	2	1

Occupation of husbands

Twenty of the respondents listed their husbands' occupations as retired, disabled, out of work, or student (see Table 10). Seventy-one of the re-

spondents' husbands were in professional, technical, or managerial occupations; 48 were in clerical and sales occupations; 7 were employed in service occupations; 48 were in farming, fisheries, and forestry occupations; 11 were employed in processing occupations; 14 in machine trades occupations; 3 in bench work; 30 in structural work; and 27 in miscellaneous occupations including transportation.

TABLE 10

Occupation of husbands

Occupation	Number	Percent
Professional, technical, and managerial	71	25
Clerical and sales	48	17
Service occupations	7	3
Farming, forestry, fisheries	48	17
Processing	11	4
Machine trades	14	5
Bench work	3	1
Structural work	30	11
Miscellaneous	27	10
No occupation listed (retired, student)	20	7

Family's yearly income

Twelve respondents did not report the family's total yearly income before deductions. Eight estimated their income as less than \$5,000; 46 estimated their family income to be between \$5,000 and \$9,999; 90 between \$10,000 and \$14,999; 65 between \$15,000 and \$19,999; and 58 estimated their

family's total yearly income to be over \$20,000 (see Table 11).

TABLE 11
Family's yearly income

Income category	Number	Percent
Less than \$5,000	8	3
\$5,000 to \$9,999	46	16
\$10,000 to \$14,999	90	32
\$15,000 to \$19,999	65	23
Over \$20,000	58	21
Not given	12	4

Correlation of Demographic Variables
with Policy Factor Scores

Factor scores and the following demographic variables were correlated: (1) employment status of respondents; (2) number of children; (3) age of oldest child; (4) age of respondents; (5) education level of respondents; (6) education level of husbands; (7) occupation of respondents; (8) occupation of husbands; and (9) estimate of family income.

A correlation of .50, which is frequently considered high in psychological and educational research (McCall, 1970) implies that only 25 percent of the variance of one variable is associated with the other variable with which it is correlated. In this study, the correlation coefficients were examined to study relationships between the demographic variables and the factor scores. The correlation coefficients with 277 degrees of freedom at the .05 level of significance is .235 and at the .01 level of

significance is .265 (Guilford, 1965). Only the significant correlations were discussed. A correlation matrix of the demographic variables and factor scores were presented in Appendix H.

Employment status of respondents

The employment status of respondents was correlated with Factor 18, working wife, with a correlation coefficient of $-.553$, which was the highest correlation in the study. The negative correlation should be interpreted as a positive correlation due to the construction of the item (see Appendix B). This correlation indicated that as the number of hours of employment per week increased, the scores on the factor for working wife also increased. This was interpreted as the more hours per week the respondent was employed, the more likely the family had established a policy in regard to this factor.

Number of children

The number of children in the family was correlated with Factor 31, paying children for work done in the home, with a correlation coefficient of .266. Families with more children were more likely to have established policies in regard to paying children for work done in the home.

Age of oldest child

The age of the oldest child was positively correlated with Factor 13, developing human attributes in children, with a correlation coefficient of .355 indicating that this policy factor is more applicable with older children. Families were more likely to have an established policy regarding this factor, the older the age of the oldest child. This variable was

negatively correlated with Factor 6, leisure time, at $-.235$; Factor 8, guidance and discipline of children, at $-.315$; and Factor 27, learning opportunities for children, at $-.245$. The negative correlations indicated that homemakers with younger children would be more likely to have established policies regarding these factors.

Age of respondents

This variable was negatively correlated with Factor 8, guidance and discipline of children with a correlation coefficient of $-.323$. This would indicate that policies regarding this factor are related to younger homemakers. The younger the homemaker, the more likely a policy existed for this variable.

Socioeconomic variables

The education level of respondents was correlated with Factor 2, adult education opportunities with a correlation coefficient of $.269$. The education level of husbands was also correlated with this factor at $.362$. The higher the education level of both husband and wife, the more likely they were to have an established family policy in regard to taking advantage of adult education opportunities.

The husband's occupation was correlated with Factor 2, adult education opportunities, at $-.278$ indicating that those respondents with husbands in professional, technical, and managerial occupations requiring more education or training were oriented to policies regarding educational opportunities for adults. This variable concerning occupation should be interpreted as a positive correlation because of the coding procedure for this variable (see Appendix B).

Family income was correlated with Factor 9, future-oriented goals, with a correlation coefficient of .313. Families with higher income levels were more likely to have established policies in regard to future-oriented goals.

Summary and Discussion of Findings

Twenty-two multiple item factors and seven single item factors resulted from the factor analysis with factor loadings of .30 or above. Three additional items, which had factor loadings above .30 but did not contribute to the common theme of the factor, were retained for further analysis. The 32 factors contained 84 of the 108 items on the questionnaire. Twenty-four items not appearing in factors had factor loadings below .30. Possible explanations for the items not appearing in factors include: method of analysis, inconsistent interpretation of items, criteria established for selection of items were not met, or wording and construction of the item was poor.

The 32 factors representing common themes were named to facilitate discussion and to give an indication of the content with relation to the framework. All factors were related to one or more aspects of the content framework. Some elements of the framework were not included in the factors, such as goals regarding occupation and housing, and instrumental and expressive roles. All other aspects of the content framework were interpreted in one or more factors. Items should be developed and tested in further research for the aspects of the framework not included in the factors. Additional items should be developed and tested for factors represented by single items.

To determine the frequency of responses regarding the extent of established policies represented by each factor, factor scores were divided by the number of items in the factor and adjusted to the 1-99 response pattern. The frequency distributions of adjusted factor scores, reported in Table 1, show a wide range of factor scores for a large number of the factors indicating that families of respondents varied as to the extent of established policies represented by the factors.

The means of the 24 items not appearing in factors were also examined. Eleven of these items had comparatively high means and two were low. These results indicated that a large number of respondents had established policies regarding the situations represented by the 11 items and a large number did not have policies regarding the two items.

The mean scores for the factors differed considerably, as shown in the frequency distribution reported in Table 1, pages 70-71. The factor mean scores were influenced by the range of frequencies. A large number of respondents reporting at either end of the 1-99 scale or at the middle point of 50 influenced the factor mean. Adjusted scores for some factors tended to be primarily high (61-99), some middle range (40-60), and others comparatively low (1-39). Several scores had a large number of responses at two of these levels. Number of respondents in high, middle, and low range, developed from Table 1, along with the factor score means listed in descending order from high to low provided an indication of the extent of establishment of family policies regarding the problem situations represented by the factors. If at least 93 women (i.e., a third or more of the total) had responses at one of these levels, the factor was classified according to that range level. Adjusted factor score means, range of

adjusted factor scores, and number of respondents in the range in descending order from high to low were:

<u>Factor score mean</u>	<u>Range</u>	<u>Factor</u>	<u>Number of respondents in range</u>
91-99	High (61-99)	Preserving and organizing family records Mealtime	253 238
81-90		Car maintenance Household maintenance Communication	228 217 208
71-80		Family budget Household production--physical activities Guidance and discipline of children Future-oriented goals	186 181 169 165
61-70		Instrumental activities Expressive activities Social space Developing human attributes in children Learning opportunities in the home for children Working wife	183 174 165 152 150 129
	High and middle (40-60)	Children's activities	115 and 107
51-60	High	Community recreation opportunities Sharing physical space Consumer information Leisure time Time and space Setting family goals Household task responsibilities Future-oriented goals for children	155 150 149 147 144 131 128 127
	High and low (1-39)	Adult education opportunities	150 and 96
40-49	Middle	Children's allowances	134
	High and low	Settling family quarrels Charge accounts	145 and 96 93 and 106

<u>Factor score mean</u>	<u>Range</u>	<u>Factor</u>	<u>Number of respondents in range</u>
30-39	Middle	Paying children for work done at home	146
	Middle and low	TV time for children	100 and 104
		Community opportunities	151
		Use of money income	140

A third or more of the respondents reported that their families had established policies for managing situations related to 28 of the 32 factors while another third or more reported low scores for six of the factors.

Four of the eight factors related to children were in the comparatively high group indicating that a third or more of the women reported these policies as having been established. Another third had either middle or low scores about policies related to children. This result was due, in part, to the fact that 12 percent of the respondents had no children and would have scored in the middle range. At least a third of the women with children, however, reported middle or low tendencies to have established policies about finances and TV time related to children. These findings indicate that, in adult classes for study of policy management, attention might well be given to motivating awareness and interest in the policy situations with middle or low scores and to development of competence in the process of decision making for those policy concerns that are already quite prevalent.

Of the four factors focused primarily on family finances, three were frequently scored high and one (use of money income) was rated low. Since an appreciable proportion of the respondents said they had established policies of these types, adult education along these lines probably should be focused primarily on process.

The demographic data regarding ten characteristics of the respondents, their husbands, and their families were summarized in Tables 2 through 11. The largest percentage of the 279 respondents were married and living with spouse and one or more children (75%); were not employed (55%); had from 1 to 3 children (74%); had the oldest child in preschool (24%) or young adult age group (32%); were in the 25 through 54 age groups (78%); had a high school diploma or equivalent (43%) or education beyond high school (48%); had husbands with high school diploma or equivalent (35%) or education beyond high school (48%); if employed outside the home, were employed for pay in clerical and sales occupations (15%); had husbands who were in professional, technical, or managerial occupations (25%); and had a yearly family income of \$10,000 to \$14,999 (32%).

The demographic data from this study indicated that married, middle income, educated homemakers with young children or young adult children constituted the largest percentage of participants. Since the sample was drawn from a random sample of home economics adult education classes from the 15 Iowa Area School Districts, it may be assumed that this is characteristic of home economics adult participants in Iowa. Further research should be done to validate this assumption. Inability to obtain a complete listing of all classes from which to draw the sample, lack of cooperation from some teachers of selected adult classes, and absenteeism in the selected classes are variables which may have introduced a bias in the sample.

A small percentage of respondents (9%) had less than high school education as was true of their husbands (17%). Low income homemakers, those with family income less than \$5,000 (3%) and between \$5,000 and \$9,999 (16%),

represented a small percentage of the respondents. The smaller percentage of less educated, lower income participants is characteristic of participation patterns of adults of this group, according to Rudd and Hall (1974). Motivational factors are different for this group; therefore, program planning should take into consideration the needs of this group. Research should be conducted with a larger sample of lower income, less educated homemakers to determine the establishment of family policies in this group.

The smallest percentage of respondents with children had the oldest child in the teen-age group (14%). Adult classes in parenting or managing with children should be publicized for parents before children reach the teen years or a special effort should be made to reach parents of teenagers assuming this is characteristic of participation patterns of parents of teen-agers.

Some of the differences in frequencies of the three levels of the adjusted factor scores may have been attributable to differences in characteristics of the women and their families. Therefore, correlations were computed for each of the factor scores with each of the ten demographic variables. Only nine correlations, out of a possible 288, were significant at the .01 level of significance with the correlation coefficient of .265 or above. The significantly associated variables were: employment status of respondents with working wife; number of children with paying children for work done at home; age of oldest child with guidance and discipline of children, and with developing human attributes in children; age of respondents with guidance and discipline of children; education level of respondents, education level of husbands, and occupation of husbands with adult education opportunities; and family income with future-oriented goals.

Two significant relationships at the .05 level of significance with correlation coefficients of .235 and above were: age of oldest child with leisure time and with learning opportunities in the home for children.

This weak tendency for the factors representing established policy decisions to be correlated with demographic characteristics may have been the result of three circumstances. First, the instrument used may not have been an effective way of eliciting valid responses from the women. Second, procedures used for identifying policy themes and of testing their association with demographic characteristics may not have been appropriate. Finally, policy decisions may actually not be conditioned by demographic characteristics.

An inventory of the 84 items appearing in the factors could be used as a teaching tool in adult education. Development of additional items and further research on the existing items would provide additional information regarding policy as a component of management. Further studies could provide answers to questions regarding family policies in relationship to organizational styles of homemakers, allocation of family resources or other aspects of management in the home and family setting.

SUMMARY AND RECOMMENDATIONS

The first objective of the study was to identify family policies related to selection of goals; acquisition, protection, and use of available resources; and general living conditions related to family structure and functions as the family interacts with the environment. The second objective of the study was to study relationships between the extent of establishment of family policies and the demographic variables: (1) employment status of respondents; (2) number of children; (3) age of oldest child; (4) age of respondents; and socioeconomic variables of (5) education level of respondents; (6) education level of husbands; (7) occupation of respondents; (8) occupation of husbands; and (9) family income. The third objective was to make recommendations for adult education programs related to family policy as a component of management in the home and family setting.

The policy content considered in this study was (1) goals for children, family, occupation, housing, money income, property and savings, and personal improvement; (2) resource acquisition, protection, and use of money, property, time, social and physical space, human attributes, and community opportunities; and (3) general living conditions concerned with family structure and the functions of the family related to (a) instrumental roles and activities, (b) expressive roles and activities, (c) communication, (d) boundaries of the family world, (e) functions of the family in relationship with the other social systems, the family and subsystems within the family, and the family and individual personalities, and (f) personal roles.

A questionnaire was developed in two parts. Part one consisted of a

general information sheet to obtain demographic data concerning marital status, employment status of respondents, number of children, age of oldest child, age of respondents, education level of respondents, education level of husbands, occupation of respondents, occupation of husbands, and family income. Part two consisted of 108 policy problem situations. A 99 point response pattern was used to determine the extent of establishment of family policies with 1 indicating no established policy, 50 uncertain or does not apply, and 99 indicating an established policy.

The population for the study was limited to participants of three home economics adult education classes from each of the 15 Iowa Area Community College and Area Vocational School Districts who were homemakers in families of two or more persons. The classes were randomly selected from those classes being offered during March, April, and May, 1975. The sample consisted of 279 respondents from 37 classes in the 15 areas.

The data were factor analyzed using the Little Jiffy Mark IV procedure. Twenty-nine factors with items representing a common theme resulted with items having factor loadings of .30 or above. Three additional items were retained for further analysis. The 32 factors contained 84 of the original 108 items of the questionnaire. Reliability was computed for each of the 22 multiple item factors using the Spearman Brown inter-item procedure.

Factors were named to facilitate discussion and to give an indication of the content with relation to the framework. All factors were related to one or more aspects of the content framework. Aspects of the framework not included in the factors were goals regarding occupation and housing, and instrumental and expressive roles.

The means of the 24 items not appearing in factors were examined. Eleven of these items had comparatively high means and two were low. These results indicated that a large number of respondents did have established policies regarding the situations represented by these 11 items and a large number did not have policies regarding the two items.

A frequency distribution of adjusted factor scores was examined to identify extent of establishment of policies represented by each factor. The factor scores were divided by the number of items in the factor and adjusted to the 1-99 response pattern. A third or more of the respondents reported that their families had established policies for managing situations related to 28 of the 32 factors while another third or more reported low scores for six of the factors. The factors, listed in descending order of frequency of responses, were: preserving and organizing family records, mealtime, car maintenance, household maintenance, communication, family budget, instrumental activities, household production--physical activities, expressive activities, guidance and discipline of children, future-oriented goals, social space, community recreation opportunities, developing human attributes in children, sharing physical space, learning opportunities in the home for children, consumer information, leisure time, time and space, setting family goals, working wife, household task responsibilities, future-oriented goals for children, children's activities, paying children for work done at home, children's allowances, adult education opportunities, settling family quarrels, charge accounts, TV time for children, community opportunities, and use of money income.

The demographic data regarding ten characteristics about the respondents, their husbands, and their families were analyzed in frequency tables

showing numbers and percentages for each characteristic. The largest percentage of the 279 respondents were married and living with spouse and one or more children (75%); had from one to three children (74%); had the oldest child in preschool (24%) or young adult age group (32%); were in the 25 through 54 age groups (78%); had a high school diploma or equivalent (43%) or education beyond high school (48%); had husbands with high school diploma or equivalent (35%) or education beyond high school (48%); if employed outside the home, were employed for pay in clerical and sales occupations (15%); had husbands who were in professional, technical, or managerial occupations (25%); and had a yearly family income of \$10,000 to \$14,999 (32%). A small percentage of respondents (9%) had less than high school education as was true of their husbands (17%). Lower income homemakers, those with family income less than \$5,000 (3%) and between \$5,000 and \$9,999 (16%), represented a small percentage of the respondents. The smallest percentage of respondents with children had the oldest child in the teen-age group (14%).

Some of the variation in frequencies of the factor scores may have been attributable to differences in characteristics of the women and their families. Therefore, correlations were computed for each of the factor scores with each of the nine demographic variables. Only nine correlations, out of a possible 288, were significant at the .01 level of significance with the correlation coefficient of .265 or above. The significantly associated variables were: employment status of respondents with working wife; number of children with paying children for work done at home; age of oldest child with guidance and discipline of children, and with developing human attributes in children; age of respondents with guidance and discipline of

children; education level of respondents, education level of husbands, and occupation of husbands with adult education opportunities; and family income with future-oriented goals. Two correlation coefficients at the .05 level of .235 and above were: age of oldest child with leisure time and with learning opportunities in the home for children.

Recommendations for home economics adult education programs related to policy as a component of management in the home and family setting were:

1. Develop an inventory of policies, using items in the factors from the questionnaire, to identify established family policies of the adult class participants. Use of such an inventory of policies would: (a) facilitate discussion of policies and the underlying framework of values, goals, resources, family functions, and family structure; (b) promote communication between family members and establish uniform interpretation of the family policies; and (c) encourage adult participants to develop personal inventories of family policies to facilitate checking for compliance and proper understanding within their families.

2. Develop an adult class or series of classes using a problem approach to management presenting policy as one type of managerial problem in the home and family setting. Develop case studies or role play situations around the content identified in factors.

3. Divide the policy instrument into content sections according to factors and organize adult classes giving emphasis to the policy component and the underlying framework of values, goals, resources, family functions, and family structure. The following were recommended topics for classes: (a) resources of time, physical and social space; (b) goal-setting including both family interaction and long-range planning; (c) family financial

planning including allocation of money, establishing a family budget, and using credit; (d) consumer information for purchase and use of merchandise; (e) community opportunities including awareness of available resources provided by other social systems; (f) working women including procurement and allocation of resources, development of human attributes, and personal roles; (g) instrumental tasks including role responsibilities and technical problems of managing resources to support material and physical needs of the family; (h) family communication and interaction including expressive roles; (i) parenting or managing with children; (j) household maintenance and repair; and (k) household production including canning, freezing, and sewing.

4. Motivate awareness and interest in policy situations with middle or low factor scores. Factors which had a third or more respondents who reported low scores were related to family financial planning including use of money income, charge accounts, and children's money; community opportunities; TV time for children; settling family quarrels; and adult education opportunities.

5. Develop competence in the process of decision making for those policies represented by factors with high factor scores.

6. Use the instrument to determine the extent of establishment of policies represented by the factors to determine the needs of the adults in a particular group regarding motivation and/or competence.

Recommendations for future research regarding policy as a component of management were:

1. Conduct similar studies to identify problem situations related to allocation, organization, and interaction.

2. Revise the instrument to include content aspects of the framework that did not appear in factors and develop additional items for single item factors.

3. Using the 84 items that appeared in factors, administer the instrument to husband and wife independently and to their children of school-age and above to compare interpretation of policies.

4. Identify the policy-making structure in families, i.e., roles of family members in the process.

5. Determine levels of specificity of established family policies.

6. Conduct longitudinal research to determine change in family policies over the family life cycle.

7. Develop alternative methods of identifying family policies, such as the development of multiple choice items, or a case study approach.

8. Conduct research using different categorizations of family policies such as household work activities, dimensions of consumer role, or types of managerial change.

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APPENDIX A :
QUESTIONNAIRE

Department of
Home Economics Education
166 MacKay Hall
Ames, Iowa 50010

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

April, 1975

Dear Adult Education Participant,

Barbara Pershing, a doctoral student in Home Economics Education at Iowa State University has developed an instrument to identify family policies as they relate to family managerial problems. This instrument is a part of her doctoral research.

Your class has been selected to respond to her instrument. Your responses, along with other adult class members' responses, will be used in planning adult education programs in home management. Your responses will be confidential; your name is not needed. The study will be summarized as a whole, not by individuals.

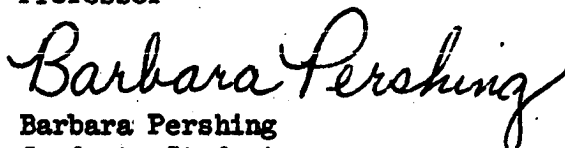
The general information is needed for analysis of the responses. Please respond to all items on both Part I, the general information, and Part II, the family policies instrument.

Thank you for your time and consideration.

Sincerely,



Irene Beavers
Professor



Barbara Pershing
Graduate Student

PART I. General Information

Directions: Complete each statement by placing an "X" in front of the most appropriate response or writing a short answer in the space provided.

1. At the present time, I am
 - ☐ 1) married, living with spouse--no children
 - ☐ 2) married, living with spouse and one or more children
 - ☐ 3) formerly married, i.e., widowed, divorced, with no children
 - ☐ 4) head of one-parent family with one or more children in my care
 - ☐ 5) single
2. I am in the age group
 - ☐ 1) 16 through 24
 - ☐ 2) 25 through 34
 - ☐ 3) 35 through 44
 - ☐ 4) 45 through 54
 - ☐ 5) 55 through 64
 - ☐ 6) 65 or over
3. My highest educational level is
 - ☐ 1) 8th grade or less
 - ☐ 2) 1 or more years of high school without receiving diploma
 - ☐ 3) high school diploma or equivalent
 - ☐ 4) business, vocational, or technical training after completion of high school
 - ☐ 5) 1 or more years of college without receiving a degree
 - ☐ 6) Bachelor's degree
 - ☐ 7) Advanced degree
4. My husband's highest educational level is (answer if presently married)
 - ☐ 1) 8th grade or less
 - ☐ 2) 1 or more years of high school without receiving diploma
 - ☐ 3) high school diploma or equivalent
 - ☐ 4) business, vocational, or technical training after completion of high school
 - ☐ 5) 1 or more years of college without receiving a degree
 - ☐ 6) Bachelor's degree
 - ☐ 7) Advanced degree
5. I am employed for pay
 - ☐ 1) 35 to 40 hours per week
 - ☐ 2) 15 to 35 hours per week
 - ☐ 3) less than 15 hours per week
 - ☐ 4) not employed
6. My occupation is _____. Specific duties _____.
7. My husband's occupation is _____. Specific duties _____.
8. I estimate my family's total yearly income before deductions as
 - ☐ 1) less than \$5,000
 - ☐ 2) \$5,000 to \$9,999
 - ☐ 3) \$10,000 to \$14,999
 - ☐ 4) \$15,000 to \$19,999
 - ☐ 5) over \$20,000

9. Fill in the blanks below by indicating the number of children in your family in each age group. If no children in an age group, indicate by 0.
- 1) preschool age (under 6)
 - 2) school age (6-12)
 - 3) teen-age (13-17)
 - 4) young adult (18 and over)

PART II: General Policies of Your Family

A family policy is defined as a general course of action, adopted by the family, which is designed to guide and influence subsequent decisions and actions of family members when they are faced with reoccurring problems.

A family policy may be either (1) an informal, unwritten guideline that is known and understood by family members, or (2) a written statement. Policies represent habitual patterns or rules which you live by; they serve as general guidelines for making more specific decisions. Policies may change from time to time due to family circumstances.

As you answer the questions that follow, think of your family situation at present. Ask yourself to what extent your family has established a general policy to serve as a guide for making more specific decisions later.

Directions:

If your family definitely has established a general policy regarding the statement, write "99" in the space to the left of the statement.

If your family has no general policy regarding the statement, write "1".

If you are uncertain or it does not apply to your family, such as having no children, write "50" in the space.

If your answer falls between 1 and 50 or 50 and 99, select the number that best represents your family situation. You may use any number represented on the scale as shown below.

Please respond to every statement. When you finish, please return to the instructor of your adult education class. There are no right or wrong answers.

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply			An established policy		

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply			An established policy		

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

- ☐ 1. Using paid services such as housecleaning or laundry services.
- ☐ 2. Using available consumer information when purchasing merchandise.
- ☐ 3. Limiting amounts to spend on clothing for each family member.
- ☐ 4. Providing opportunities for family members to have new and varied experiences.
- ☐ 5. Controlling the amount of time children are allowed to watch TV.
- ☐ 6. Taking advantage of educational opportunities for husband/father.
- ☐ 7. Participating in adult educational opportunities such as adult education classes, extension programs, etc.
- ☐ 8. Having a bedtime routine for the children.
- ☐ 9. Covering risk of losing property in the event of fire, theft, or storm.
- ☐ 10. Assigning household tasks for which each family member is regularly responsible.
- ☐ 11. Involving children in special lessons or training such as for music or sports.
- ☐ 12. Accumulating funds for use during retirement.
- ☐ 13. Balancing activities of work and leisure.
- ☐ 14. Helping children get started in an occupation.
- ☐ 15. Using charge accounts for items of less than \$25.
- ☐ 16. Providing nutritionally sound meals according to needs of family members.
- ☐ 17. Having a meal together as a family at least once a day.
- ☐ 18. Building financial reserves to provide for future educational expenses.
- ☐ 19. Selecting a place to shop for groceries.
- ☐ 20. Recognizing birthdays, anniversaries and religious holidays in the family.
- ☐ 21. Maintaining care and upkeep of family car(s).

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply			An established policy		

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

- _____ 22. Setting limits on the amount to be spent for food.
- _____ 23. Participating in community cultural activities such as music, drama, or art.
- _____ 24. Helping children plan for accumulation of savings.
- _____ 25. Participating in organizations such as Legion Auxilliary, Farm Bureau, Federated Womens Clubs, Garden Clubs, etc.
- _____ 26. Disposing of articles no longer useful, such as outgrown clothing or used furniture.
- _____ 27. Designating the family member who has responsibility for paying the family bills.
- _____ 28. Spending time together as a family group.
- _____ 29. Involving family members in setting family goals.
- _____ 30. Providing regular allowances for children.
- _____ 31. Using a method of birth control for spacing and/or limiting size of family.
- _____ 32. Entertaining in the home by the entire family.
- _____ 33. Assigning after-meal tasks such as washing dishes and straightening up the dining area.
- _____ 34. Communicating differences of opinion among family members.
- _____ 35. Returning merchandise that is unsatisfactory.
- _____ 36. Allocating the money income when both husband and wife are employed.
- _____ 37. Adding to or replacing home furnishings and equipment.
- _____ 38. Buying at advertised sales and store specials.
- _____ 39. Setting aside time for husband and wife's "social life" together.
- _____ 40. Supervising the children on their homework from school.
- _____ 41. Contributing money and/or services to fund drives such as for cancer or heart associations.
- _____ 42. Teen-agers working for pay outside the home.

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply				An established policy	

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

- _____ 43. Having a regular time for family meals.
- _____ 44. Including family members in decision-making about problems that concern them.
- _____ 45. Children participating in extracurricular school activities such as music, drama, sports, student council, etc.
- _____ 46. Organizing records of importance for tax and insurance purposes.
- _____ 47. Male members of the household contributing to the work of the household.
- _____ 48. Saving and investing in a systematic manner for interest and/or dividends.
- _____ 49. Involving children in activities such as Scouts, Camp Fire Girls, 4-H, or YM- YWCA.
- _____ 50. Encouraging family members to express personal needs.
- _____ 51. Adult family members entertaining friends, relatives, or business associates.
- _____ 52. Paying children for work done in and around the home.
- _____ 53. Buying used merchandise at garage sales, second-hand outlets, and auctions.
- _____ 54. Interacting with close neighbors.
- _____ 55. Sharing the family bathroom(s).
- _____ 56. Sharing concerns among family members about personal problems such as health matters or interpersonal relationships.
- _____ 57. Saving for desired items in order to buy with cash.
- _____ 58. Borrowing to pay for large household purchases such as a refrigerator or furniture.
- _____ 59. Children and teen-agers entertaining friends in the home.
- _____ 60. Contributing to organizations such as Goodwill or Salvation Army.
- _____ 61. Wife's working for pay outside the home.
- _____ 62. Participating in political organizations.
- _____ 63. Participating in church activities.

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply			An established policy		

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

- _____ 64. Keeping in touch with relatives, such as by phone calls, visits, or letters.
- _____ 65. Deciding on frequency of visiting parents and in-laws.
- _____ 66. Voting in local, state, and national elections.
- _____ 67. Dealing with conflicting values among family members.
- _____ 68. Doing work together as a family.
- _____ 69. Keeping the house clean and orderly.
- _____ 70. Determining amount of children's allowances.
- _____ 71. Sharing special experiences with other family members during the day or week.
- _____ 72. Sharing information among family members about family finances.
- _____ 73. Determining distance children may venture from home without supervision.
- _____ 74. Taking advantage of educational opportunities for wife/mother.
- _____ 75. Supervising the children on their household work activities.
- _____ 76. Playing together as a family.
- _____ 77. Preserving family records such as birth certificates and wedding license.
- _____ 78. Using convenience foods.
- _____ 79. Supervising youth activities such as Scouts, Camp Fire Girls, or 4-H.
- _____ 80. Visiting friends.
- _____ 81. Involving family members in neighborhood projects, such as clean-up campaigns.
- _____ 82. Sharing space in the family living area.
- _____ 83. Using community social services such as free clinics.
- _____ 84. Guiding and disciplining the children.
- _____ 85. Giving gifts outside the immediate family.
- _____ 86. Considering rights of all family members in use of the telephone.

1	10	20	30	40	50	60	70	80	90	99
No established policy					Does not apply				An established policy	

TO WHAT EXTENT HAS YOUR FAMILY ESTABLISHED A GENERAL POLICY REGARDING THE FOLLOWING:

- _____ 87. Performing do-it-yourself activities by family members such as canning, freezing, or sewing.
- _____ 88. Arranging for money income and property settlement in case the main income provider should die.
- _____ 89. Using community recreation facilities such as swimming pools or city parks.
- _____ 90. Participating in job connected group activities such as labor unions, business and professional organizations.
- _____ 91. Setting specific goals for family to strive for.
- _____ 92. Using the family car(s).
- _____ 93. Spacing funds to meet family needs over the week, month, or year.
- _____ 94. Providing opportunities for children to learn within the home.
- _____ 95. Using consumer information provided for the use of merchandise.
- _____ 96. Settling family quarrels.
- _____ 97. Keeping equipment in good working condition.
- _____ 98. Performing do-it-yourself activities by family members such as household maintenance and repairs.
- _____ 99. Selecting the TV programs the children are allowed to watch.
- _____ 100. Choosing kinds of leisure time (non-work time) activities.
- _____ 101. Maintaining care and upkeep of the family home.
- _____ 102. Transporting children to and from school, athletic events, and other activities.
- _____ 103. Keeping up-to-date on the news.
- _____ 104. Owning your home.
- _____ 105. Sharing the home with elderly or handicapped relatives.
- _____ 106. Growing your own garden products.
- _____ 107. Becoming positively oriented to eventual retirement.
- _____ 108. Choosing family vacations.

Thank you for your time and cooperation.

APPENDIX B :
CODING PLAN

Card 1Column
numberMeaning of Code

- | | |
|-------|---|
| 1 - 3 | Identification number |
| 4 | Card number 1 |
| 5 | Marital status:
Code 1 - Married, living with spouse, no children
2 - Married, living with spouse--one or more children
3 - Formerly married, i.e., widowed, divorced
4 - Head one-parent family with one or more children
5 - Single
6 - Married, living with spouse--young adult children living away from home |
| 6 | Age of respondent:
Code 1 - 16 through 24
2 - 25 through 34
3 - 35 through 44
4 - 45 through 54
5 - 55 through 64
6 - 65 or over |
| 7 | Respondent's highest educational level:
Code 1 - 8th grade or less
2 - 1 or more years of high school without receiving diploma
3 - High school diploma or equivalent
4 - Business, vocational or technical training after completion of high school
5 - 1 or more years of college without receiving degree
6 - Bachelor's degree
7 - Advanced degree |
| 8 | Husband's highest educational level:
Code 1 - 8th grade or less
2 - 1 or more years of high school without receiving diploma
3 - High school diploma or equivalent
4 - Business, vocational or technical training after completion of high school |

- 5 - 1 or more years of college without receiving degree
- 6 - Bachelor's degree
- 7 - Advanced degree

9

Employment status of respondents:

- Code 1 - Employed 35 to 40 hours per week
- 2 - Employed 15 to 35 hours per week
- 3 - Employed less than 15 hours per week
- 4 - Not employed

10

Occupation of respondents:

- Code 1 - Professional, technical and management
- 2 - Clerical and sales
- 3 - Service occupations (includes full-time homemakers)
- 4 - Farming, fisheries, forestry
- 5 - Processing
- 6 - Machine trades
- 7 - Bench work
- 8 - Structural work
- 9 - Miscellaneous

11

Occupation of husbands:

- Code 0 - No occupation given
- 1 - Professional, technical and management
- 2 - Clerical and sales
- 3 - Service occupations
- 4 - Farming, fisheries, forestry
- 5 - Processing
- 6 - Machine trades
- 7 - Bench work
- 8 - Structural work
- 9 - Miscellaneous

12

Estimate of family's total yearly income:

- Code 0 - Not given
- 1 - Less than \$ 5,000
- 2 - \$ 5,000 to \$ 9,999
- 3 - \$10,000 to \$14,999
- 4 - \$15,000 to \$19,999
- 5 - Over \$20,000

13

Total number of children:

- Code 0 - No children
- 1 - One child
- 2 - Two children
- 3 - Three children
- 4 - Four children
- 5 - Five children
- 6 - Six children
- 7 - Seven children

- 14 Age of oldest child:
 Code 0 - No children
 1 - Preschool (under 6)
 2 - School age (6-12)
 3 - Teen-age (13-17)
 4 - Young adult (over 18)
- 15 - 80 Questionnaire items 1 through 33:
 Code 1 to 99

Card 2

- 1 - 3 Identification number
- 4 Card number 2
- 5 - 80 Questionnaire items 34 through 71:
 Code 1 to 99

Card 3

- 1 - 3 Identification number
- 4 Card number 3
- 5 - 78 Questionnaire items 72 through 108:
 Code 1 to 99

APPENDIX C :
CORRESPONDENCE

**Letter and Postcard to Adult Education Directors
of Iowa Area Schools**

Department of
Home Economics Education
166 MacKay Hall
Ames, Iowa 50010

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

January

Dear

Mrs. Barbara Pershing, a graduate student in Home Economics Education at Iowa State University, is conducting a study in the area of adult education. The study concerns "Family Policies: A Component of Home Mangement." Studies in Iowa have shown that a small percentage of the total classes offered are in home mangement in the adult home economics classes sponsored by the Iowa Area Community Colleges and Vocational Technical Schools. The results of this study will provide useful information for those involved in planning content for future adult home economics classes in the area of mangement.

Mrs. Pershing needs your assistance in obtaining the sample for the questionnaire. In order to randomly select three home economics adult classes from each of the merged area school districts it is necessary to have a complete list of all classes in your area which will be held during the spring months of March - May. This study is limited to "useful" rather than "gainful" classes for adult homemakers. If you can provide this information, please include the following information about each class.

1. Name of class
2. Teachers name (address, and phone number, if possible)
3. Where class well be held (name of city)

We would like this information if at all possible by March 1.

Following the drawing of the sample of three classes from your area, Mrs. Persh would like to contact the three teachers to ask them to administer a questionna to the members of their classes. I hope you are willing for her to contact these teachers directly. Would you indicate this on the enclosed postcard?

Page 2
January

If you cannot provide the above information, would you designate someone who could, such as the adult home economics coordinator. Please use the enclosed postcard to give the name and address of the person you suggest I contact for this information. If you will provide the information, return the card indicating that you will be sending this list. Please return the postcard by February 15.

Thank you for your assistance in this study. I shall look forward to receiving the information. If you have any questions, please feel free to write or call collect, area code 515-294-3991.

Sincerely yours,



Irene Beavers
Professor
Home Economics Education



Barbara Pershing
Graduate Student

Enclosure

Yes, I am willing for you to contact selected
teachers to administer your questionnaire_____

Information requested will be forthcoming_____

I cannot provide the information requested.
Please contact:

_____Adult director

Area_____

**Letter to Teachers of Classes Drawn
for Sample**

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

Mrs. Barbara Pershing, a doctoral student in Home Economics Education at Iowa State University, is conducting a study in the area of adult education. The title of her study is "Identification of established family policies." The results of her study will provide useful information for those involved in planning content for future adult home economics classes in the area of home management. We have received permission from the director of adult education at your area school to contact you regarding this study.

The class you teach listed below has been drawn in a random sample of three classes from each of the area school districts in Iowa. If you would be willing to cooperate, we would like you to administer the questionnaire for the research study to the members of the class you teach. It should take about 30 minutes of class time for completing the questionnaire. It is preferred that this be done during the class session so that the respondents will not be influenced by family opinions.

If you are willing to cooperate, we will need the following information in order to send you the questionnaires and directions.

Class drawn in sample:

Information needed:

1. Date class started
2. Last date of class meeting
3. Number of class members
4. Your mailing address

We sincerely hope you will assist in this study. Enclosed is a self-addressed stamped envelope for your reply. If you have any questions, please feel free to call collect, area code 515, 294-3991. Thank you for your cooperation and assistance.

Sincerely,

Irene Beavers
Irene Beavers
Professor

Barbara Pershing
Barbara Pershing
Graduate Student

**Letter to Teachers Administering
Questionnaire**

Department of
Home Economics Education
166 MacKay Hall
Ames, Iowa 50010

IOWA STATE
UNIVERSITY

Telephone 515-294-6444

We are pleased that you are willing to participate in the study being conducted by Mrs. Barbara Pershing. Enclosed are the questionnaires to be completed by the members of your class. When completed they should be returned in the enclosed, addressed, stamped envelope. Please return any unanswered questionnaires.

The following directions will aid you in administration of the questionnaire.

1. Have the class members complete the questionnaire during class if possible. It will take approximately 25 to 35 minutes to complete.
2. Look over the questionnaire to become familiar with the items and directions. Be prepared to interpret the directions.
3. Emphasize they answer all 108 questions. If the question doesn't apply to their situation, they are to write "50" in the space.
4. Please return the questionnaires no later than _____.

Thank you for your assistance and cooperation with this study. If you have questions, please feel free to call collect 515-294-3991.

Sincerely,

Irene Beavers

Irene Beavers
Professor
Home Economics Education

Barbara Pershing

Barbara Pershing
Graduate Student

APPENDIX D:
REFERENCES USED IN
DEVELOPMENT OF INSTRUMENT

References listed in Literature Cited which were reviewed for development of items for the questionnaire were:

Bossard and Boll (1950)
 Bowyer (1963)
 Briar (1964)
 Chambliss (1965)
 Gordon (1963)
 Gross, Crandall and Knoll (1973)
 Hall (1969)
 Hunter (1961)
 Jordan and Loving (1966)
 Kern (1967)
 Liston (Note 1)
 Likert (1967)
 Satir (1972)
 Scarpati (1966)
 Walker (1973)
 Watters (1967)
 Wenck (1967)

Additional references used for development of items were:

- Barnett, Patricia Ann Gerhardt. Dimensions and differentials in home economists' images of consumers. Unpublished Master's thesis, Iowa State University, 1967.
- Benson, Elizabeth Elayer. Dimensions of consumer roles. Unpublished Master's thesis, Iowa State University, 1968.
- Brim, Orville G., Fairchild, Roy W., & Borgatta, Edgar F. Relations between family problems. *Marriage and Family Living*, 1961, 23, 219.
- Hunsicker, Norma Ann. Management problems of young employed homemakers. Unpublished Master's thesis, Iowa State University, 1967.
- Jacobsen, Linda Lee. Consumer education needs of young families in Texas. Unpublished Master's thesis, Iowa State University, 1968.
- Mau, Helen Elizabeth Dicken. An investigation of cognitive objectives for college undergraduate home management programs. Unpublished EdD. dissertation, Teachers College, Columbia University, 1965.
- Mumaw, Catherine Ruth. Organizational patterns of homemakers related to selected predispositional and situational characteristics. Unpublished PhD. dissertation, The Pennsylvania State University, 1967.
- Price, Dorothy A. A technique for analyzing the economic value system. *Journal of Marriage and the Family*, 1968, 30, 467-472.

Schubert, Genevieve Weber. A survey of the problems and needs of young homemakers with implications for home economics at the high school level. Unpublished PhD. dissertation, University of Wisconsin, 1958.

Stouffer, Gaynl Clair. Organizational characteristics of satisfied and dissatisfied homemakers. Unpublished Master's thesis, Cornell University, 1964.

LIST OF EXPERTS IN HOME MANAGEMENT

APPENDIX E :

The following professionals served as judges for content validity of the instrument:

Dr. Gordon E. Bivens
College of Home Economics
University of Missouri
Columbia, Missouri 65201

Dr. Ruth Deacon
Head, Department of Family Environment
College of Home Economics
Iowa State University
Ames, Iowa 50010

Dr. Kay Edwards
Brigham Young University
Provo, Utah 84601

Dr. Marjorie Knoll
Professor of Family Economics and Home Management
The Pennsylvania State University
University Park, Pennsylvania 16802

Dr. Catherine R. Mumaw
Goshen College
Goshen, Indiana 46526

Dr. Addreen Nichols
School of Home Economics
University of Tennessee
Martin, Tennessee 38247

Dr. Beatrice Paolucci
Department of Human Ecology
Michigan State University
East Lansing, Michigan 48823

Dr. Martha A. Flonk
Department of Home Management
School of Home Economics
Oregon State University
Corvallis, Oregon 97331

Dr. Dorothy Price
College of Home Economics
Washington State University
Pullman, Washington 99163

Dr. Carole A. Vickers
Home Economics Department
Marshall University
Huntington, West Virginia 25701

APPENDIX F :
FACTOR EIGENVALUES, MEANS, STANDARD DEVIATIONS,
AND RELIABILITY COEFFICIENTS

TABLE 12

Factor eigenvalues, means, standard deviations,
and reliability coefficients

Factor Number	Eigenvalues ^a	Mean	Standard Deviation	Reliability ^b Coefficient
1	63.70	262.98	117.53	.76
2	10.13	254.93	143.18	.78
3	9.72	282.19	98.66	.74
4	8.93	272.72	126.47	.56
5	8.00	320.53	96.92	.57
6	7.44	242.25	132.14	.64
7	6.56	256.85	108.95	.74
8	6.19	313.45	104.64	.68
9	6.06	286.04	121.91	.66
10	5.28	268.91	148.00	.64
11	5.25	192.51	93.13	.75
12	5.06	192.50	140.44	.54
13	4.70	268.58	82.82	.58
14	4.54	225.85	124.61	.79
15	4.35	262.85	104.50	.62
16	4.03	370.79	111.68	.63
17	3.99	324.53	118.01	.71
18	3.87	275.33	134.99	.57
19	3.70	361.89	142.07	

^aSingle items regarded as factors do not have eigenvalues.

^bSingle item factors do not have reliability coefficients.

TABLE 12 (Continued)

Factor Number	Eigenvalues ^a	Mean	Standard Deviation	Reliability ^b Coefficient
20	3.64	256.98	169.10	
21	3.58	257.07	109.12	.60
22	3.49	306.94	146.62	.60
23	3.37	249.95	144.23	.68
24	3.19	255.36	157.91	
25	3.09	397.78	91.48	.48
26	3.07	200.48	149.90	
27	3.01	286.61	136.40	
28	2.87	230.96	166.56	
29	2.73	210.24	171.61	
30		244.77	157.88	
31		199.74	138.92	
32		291.10	169.76	

APPENDIX G:
MEANS AND STANDARD DEVIATIONS
FOR ITEMS NOT USED IN FACTORS

TABLE 13

Means and standard deviations for items not used in factors

No.	Item	Mean	Std. Dev.
1.	Using paid services such as housecleaning or laundry services.	183 ^a	156
2.	Providing opportunities for family members to have new and varied experiences.	264	160
9.	Covering risk of losing property in the event of fire, theft, or storm.	421 ^b	104
20.	Recognizing birthdays, anniversaries and religious holidays in the family.	423 ^b	85
23.	Participating in community cultural activities such as music, drama, or art.	177 ^a	157
26.	Disposing of articles no longer useful, such as out-grown clothing or used furniture.	267	168
27.	Designating the family member who has responsibility for paying the family bills.	346 ^b	165
31.	Using a method of birth control for spacing and/or limiting size of family.	344 ^b	152
33.	Assigning after-meal tasks such as washing dishes and straightening up the dining area.	231	169
34.	Communicating differences of opinion among family members.	254	160
35.	Returning merchandise that is unsatisfactory.	327 ^b	161
41.	Contributing money and/or services to fund drives such as for cancer or heart associations.	323 ^b	166
47.	Male members of the household contributing to the work of the household.	243	168

^aItems with low means which would indicate that a large number of respondents did not have established policies.

^bItems with high means which would indicate that a large number of respondents had established policies.

TABLE 13 (Continued)

No.	Item	Mean	Std. Dev.
50.	Encouraging family members to express personal needs.	296 ^b	147
54.	Interacting with close neighbors.	217 ^a	168
55.	Sharing the family bathroom(s).	275	189
57.	Saving for desired items in order to buy with cash.	281	174
58.	Borrowing to pay for large household purchases such as a refrigerator or furniture.	230	177
66.	Voting in local, state, and national elections.	350 ^b	163
71.	Sharing special experiences with other family members during the day or week.	294 ^b	161
75.	Supervising the children on their household work activities.	249	128
85.	Giving gifts outside the immediate family.	248	177
103.	Keeping up-to-date on the news.	303 ^b	159
104.	Owning your home.	411 ^b	123

APPENDIX H :
CORRELATION MATRIX OF DEMOGRAPHIC
VARIABLES AND FACTORS

TABLE 14

Correlation matrix of demographic variables and factors

Demographic ^a Variable	Factor ^b										
	1	2	3	4	5	6	7	8	9	10	11
1 ^c	122 ^d	046	004	066	075	068	075	152	006	-042	128
2	-126	-127	-176	-058	038	015	-023	084	-143	-019	-049
3	-146	-065	-076	-051	-094	-235*	-003	-315**	196	075	029
4	-077	-073	-099	-069	-076	-175	-004	-323**	225	035	094
5	088	269**	010	228	099	116	178	003	145	105	119
6	068	362**	052	189	127	116	110	097	140	133	175
7 ^c	-066	-181	-023	-103	-082	-110	-111	-041	-009	-046	-004
8 ^c	-102	-278**	-085	-135	-106	-090	-173	012	-231	-086	-090
9	060	-014	-068	083	065	-059	079	042	313**	044	-015

^aNames of demographic variables appear on page 83.^bNames of factors appear on page 58.^cNegative correlation should be interpreted as positive correlation due to construction of item and coding procedure.^dDecimal points are omitted in correlation coefficients.

* r.05 277 d.f. = .235.

**r.01 277 d.f. = .265.

TABLE 14 (Continued)

Demographic ^a Variable	Factor ^b										
	12	13	14	15	16	17	18	19	20	21	22
1 ^c	036	-048	047	034	060	-079	-553**	-029	-013	120	133
2	-035	219	179	142	-023	-029	-173	-101	-049	-001	037
3	-072	355**	174	056	039	007	006	048	-146	-060	-011
4	-019	215	080	013	-039	-003	-039	034	-204	-101	018
5	113	069	090	108	-026	037	184	-015	194	109	-004
6	180	081	003	094	005	033	057	032	118	095	-027
7 ^c	-099	-038	-043	055	-090	-134	-150	-048	-047	035	-066
8 ^c	-039	-177	-004	-071	-036	-086	-019	-072	-046	-090	011
9	-078	131	118	146	033	115	079	163	041	212	-002

TABLE 14 (Continued)

Demographic ^a Variable	Factor ^b									
	23	24	25	26	27	28	29	30	31	32
1 ^c	126	128	115	186	210	034	103	036	093	-049
2	-039	-013	034	080	007	019	006	163	266**	-111
3	-010	-158	-059	-171	-245*	-089	-036	-049	092	-013
4	034	-229	-036	-094	-171	-112	036	-078	-003	-002
5	166	098	064	-099	123	025	088	122	032	026
6	207	174	075	-071	065	046	-011	-014	-018	-005
7 ^c	-078	-071	024	-025	-019	-068	-143	-104	-090	-094
8 ^c	-149	035	-094	073	-066	030	019	-017	-002	013
9	177	004	165	124	016	055	-060	076	070	110